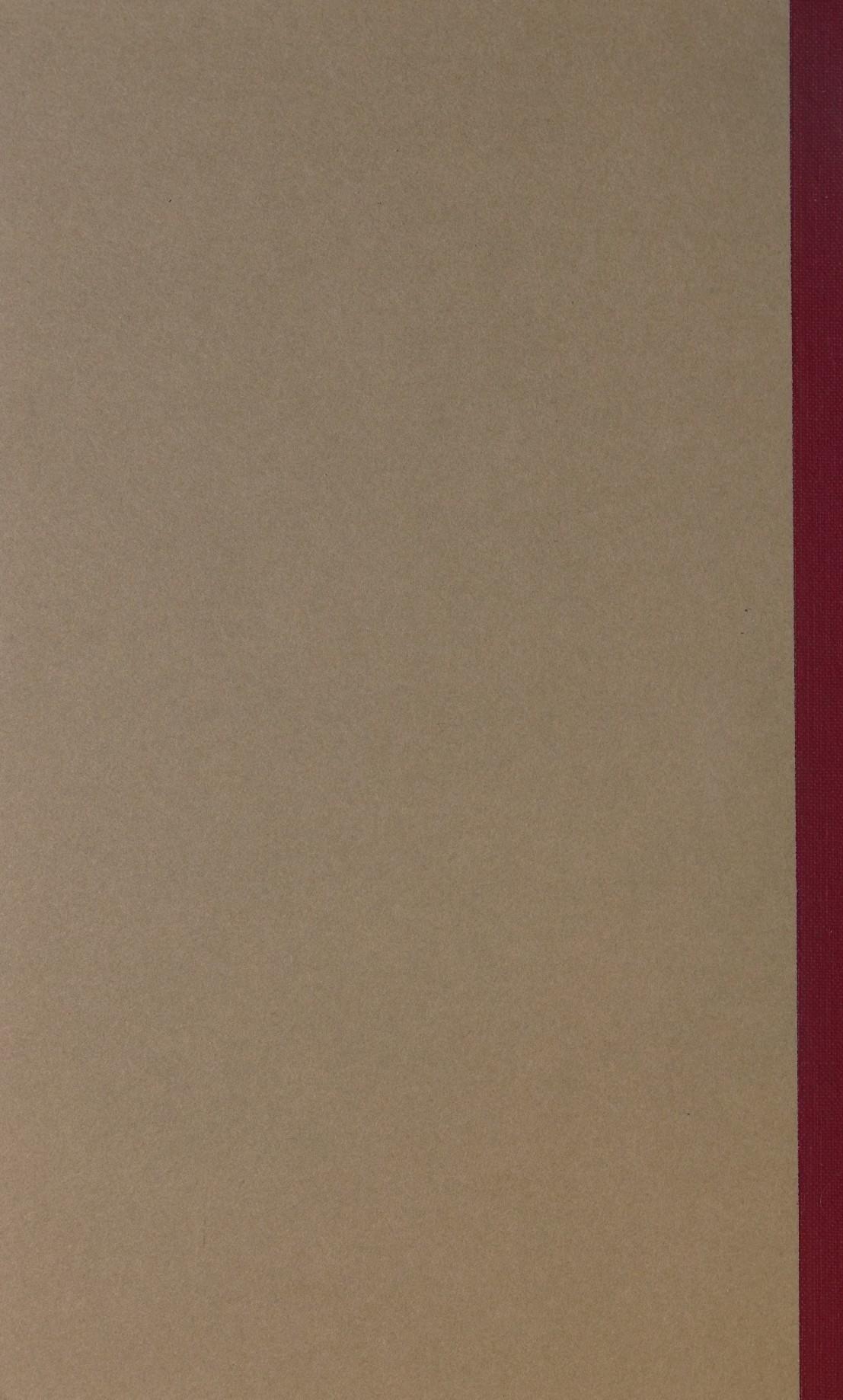


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Historical Statistical Survey of
Education in Canada



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DOMINION OF CANADA
DOMINION BUREAU OF STATISTICS
EDUCATION STATISTICS BRANCH

HISTORICAL STATISTICAL SURVEY OF EDUCATION IN CANADA

Published by Authority of the
Right Hon. Sir George E. Foster, G.C.M.G., M.P.,
Minister of Trade and Commerce.



OTTAWA
THOMAS MULVEY
PRINTER TO THE KING'S MOST EXCELLENT MAJESTY
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PREFACE

The following report constitutes a historical statistical survey of education in Canada, compiled as the result of eighteen months' study of the education statistics of the country and including the more important available statistics from the beginning of the century. It is intended to serve as an introduction to a series of annual statistical reports based upon the operation of the new scheme of co-ordinated statistics of education approved by the Conference of Dominion and Provincial Officials on Education Statistics, held in October, 1920. (The report of that conference may be obtained on application to the Dominion Bureau of Statistics.) In the present report the aim has been to achieve the maximum of comparability of the past and present education statistics of the provinces. It was the realization that this comparability was at best partial that led to the preparation of the scheme submitted to the Conference on Education Statistics for more comparable and really national statistics of education in the future.

The report is in eight parts. Part I contains a necessary explanation of the varying terminology employed in the several provinces in regard to education, and a summary of provincial educational legislation and practice. In Part II will be found a general summary of Canadian education statistics, attention being specially directed to Table I, a statistical summary of Canadian education for 1919. Part III contains an analysis of the distribution of pupils by grade, sex and age, its statistics thus having an important bearing on the questions of acceleration, retardation and elimination of pupils. The statistics of teachers, their qualifications, experience and salaries, are treated in Part IV. Statistics of the education of adolescents in secondary and technical schools are given in Part V, which also includes a treatment of the growing movement for consolidated schools. The cost of education in the publicly controlled elementary and secondary schools of Canada is given by provinces in Part VI. Part VII, after a short treatment of the movement for medical inspection, furnishes statistics of the education of the blind and of deaf-mutes, and Part VIII gives the statistics of higher education in Canada, an interesting feature being Table 117, which classifies the students in Canadian universities and colleges by their provinces of residence.

The report is the work of Professor S. A. Cudmore, B.A., (Toronto), M.A., (Oxon.), F.S.S., F.R. Econ. Soc., Chief, and of Mr. M. C. Maclean, M.A. (Dalhousie), A.M. (Harvard), Assistant Chief, of the Branch of Education Statistics, Dominion Bureau of Statistics.

R. H. COATS,

Dominion Statistician.

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PART I.—DEFINITION OF TERMS AND SUMMARY OF EDUCATIONAL LEGISLATION AND PRACTICE.

SCHOOL UNITS.

The smallest school unit is of course the classroom, by which is meant here a school room in charge of a teacher who keeps the register and in which pupils assemble for registration of enrolment. The term classroom has a special meaning in New Brunswick; when a school has an enrolment of from 50 to 60 pupils a room called the "school room" must be provided, sufficiently large to accommodate all the pupils at one time. This "school room" is in charge of a "teacher." Attached to this room is a small room called a "classroom", in charge of a "classroom assistant," into which a portion of the pupils is withdrawn from time to time, usually for the purpose of being drilled on the lesson that the "teacher" has just taught. When the enrolment is between 80 and 100 one "school room" and two "classrooms" are provided; when the enrolment reaches 100 there are two "school rooms" or "departments" with two "teachers" with or without classrooms and the school is an "advanced graded school."

The term "department" is used by every province except New Brunswick in almost the same sense as classroom, that is, a classroom of a graded school in charge of a teacher, but in British Columbia it is called a "division." Department is also used in another sense; a teacher in a high school is usually a specialist in some subject such as history, science or manual training. This specialty is the teacher's "department." Each full time teacher has one classroom of which he keeps the register. The part time teacher, who is usually a specialist in technical or special subjects, has a register to keep, but his pupils may be already enrolled on the registers of the academic teachers. In some western cities the music, art and other specialists are more or less itinerant; that is, they teach in one institution during one part of the day and another during another.

In Nova Scotia, New Brunswick and Saskatchewan, a classroom in charge of a teacher is designated by the term "school." For example, a graded institution with eight teachers, each in charge of a grade or class, would be said to consist of eight schools.

The term "classroom" will be used in this report when possible in its usual non-technical sense; when the term "school department" is used it will be in strict adherence to provincial terminology, or because there is some uncertainty as to whether it is or is not a classroom. The number of classrooms in a province, in conjunction with the number of pupils, will indicate the school accommodations provided, but will not necessarily correspond to the number of teachers, partly because of the existence of the more or less itinerant specialists already mentioned, and partly because owing to the frequent changes of teachers, the number of teachers in a province during the year will not be the number teaching at one time.

The smallest legislative school unit (or, strictly, rural school unit) is called a "school district" in all the provinces except Nova Scotia and Ontario, where it is called a "school section." As in nearly all the provinces the organization of a rural district is different from that of an urban, it will be necessary to describe the practice of each province in detail. The one definition that is of

Classroom.

Department.

Division.

School.

School District.

Section.

Trustee.

universal application throughout the Dominion, except in Quebec (and in the rural municipal districts of Nova Scotia, Manitoba and British Columbia) is that a rural district or section is a legislative school unit governed by a board of three trustees elected by the ratepayers for three years (and in some provinces by the poll-taxpayers as well). This board in its legislative capacity passes certain by-laws at its annual meetings and in its executive capacity hires or dismisses a teacher and generally is responsible for keeping the school in successful operation. All its functions are under the strict supervision and control of the school inspector and the central Department of Education.

Minor District.

In Prince Edward Island, a rural school district must have an area of four square miles or must contain at least 30 children between the ages of 5 and 16. It has a board of three trustees. The town and city of Summerside and Charlottetown each forms one district with a board of seven trustees, four of whom are appointed by the Lieutenant-Governor in Council for four years and three by the city council for three years. If the number of children between 5 and 16 in a district once established falls below 30 and the average attendance below 15, the district is reduced to a "minor district" and the legislative grant to the teacher is also reduced. The annual meeting is held on the Third Tuesday in June.

Section.

School Commissioners.

Poor Section.

Annual Meeting.

Poor District.

Board of Commissioners.

In Nova Scotia, a rural school section has a board of three trustees, one of whom may be a poll taxpayer and two, ratepayers. In incorporated towns the board of trustees is called the Board of School Commissioners and consists of two members selected by the Governor in Council and three selected by the town council from its own members. There is another class of "school commissioners" in Nova Scotia who will be described later and are called "district commissioners." If the rateable property of a section has an assessed value of less than \$4,000, or if the section contains less than 12 families and is so isolated that it cannot be united with a contiguous section, it is called a "poor section," and, if it votes not less than 2 per cent of the assessed value of its property, it receives from the Government an extra grant of \$60 a year. The annual meeting in Nova Scotia is held on the last Monday in June or as decided by the council. Any resident has a vote if he has paid his poll tax.

In New Brunswick there is a board of three trustees in rural districts, five trustees in incorporated towns and nine trustees in the city of St. John. A "poor district" means almost the same as "poor section" in Nova Scotia, and is entitled to one-third more Government grant than other districts. The annual meeting takes place on the second Monday in July and ratepayers only may vote.

In Quebec the organization of a school district is different from that prevailing in the Maritime Provinces. The main legislative unit here is the municipality. The regular school board is called the Board of Commissioners and in rural communities consists of five members. If within this municipality there is a minority of either Catholics or Protestants who maintain a separate school, the board of such a school is called a Board of Trustees and consists of three members. The commissioners and the trustees attend to the assessment of their respective spheres of control except in the matter of taxing corporations, in which case the commissioners levy the taxes and apportion the proceeds to the trustees according to the proportion which the number of children in the separate school unit bears to that in the main district. The usual mistaken impression that the main district is necessarily Catholic and the separate school

Protestant should be corrected here. If a district has a majority of Protestants the main schools are Protestant, and the separate, Catholic. It should be made clear also that one Board of Commissioners may have control of several schools, also called "districts" (sometimes a rural board has as many as 30), a school manager being appointed for each school.

School Manager.

In Ontario the organization of the rural school district, or section as it is called, is similar to that in the Maritime Provinces. There are four types of rural section: (1) Sections in unsurveyed districts (2) sections in unorganized townships, (3) the rural section proper, that is the school section in organized townships (here the council of the township has power to appoint a board of trustees if the rate-payers fail to elect one), (4) the rural union school section or a section formed by uniting parts of a township otherwise divided for municipal purposes, or adjoining parts of different townships. In the latter case the union section is considered as belonging to the township in which the school-house is situated, or if there are more than one school-house, in the township which has the largest amount of assessed property in the union school section. Each type of section mentioned has a board of three trustees. If the union is between two arts of townships and an incorporated village, it is called an urban municipality union section. The next type of rural section is the rural consolidated school section or an amalgamation of two or more schools each of which loses its separate identity until there is a dissolution of the consolidation. This section has a board of five trustees.

Section.

The urban school section has a board of six or more trustees in incorporated villages and two trustees for each ward in towns and cities. The high schools are organized by "districts" with a "High School Board" or a "Collegiate Institute Board" of six or more trustees appointed by the county council or the town council as the case may be. The "Separate School Section" (that is, the sections separately organized by Roman Catholic, Protestant or coloured minorities) within this district appoints one representative to this High School Board. Ontario as well as Quebec has separate schools and while in Quebec the separate school is not necessarily Protestant, so in Ontario it is not necessarily Catholic, although it is usually so. The regular or main school in Ontario (not counting the secondary schools), is called the "Public School." A "public school" may exist in a Roman Catholic community, in which case a Protestant or coloured minority on petition by five heads of families are allowed to form a separate school section, or the public school may be in a Protestant community, in which case the Roman Catholic or coloured minority may form a separate school section. These separate schools have usually a board of three trustees and have an organization similar to that of the public schools.

Union School Section.

Manitoba has the unorganized territory district and the usual rural school "district," with a board of three trustees, which may be formed within a twenty square mile area, or in a community where there are at least ten children between the ages of 5 and 16. It has also the "union school district," organized similarly to that in Ontario. The consolidated school district has a board of five trustees. These, besides their ordinary function, have power to expend money on roads, if the municipality has neglected to do so. Manitoba carries centralization a step further, in having what is known as a municipal school district, formed on petition of 25 per cent of the ratepayers in a municipality. Such a district may be

Urban Municipal.

Rural Consolidated Section.

Urban School Section.

High School Districts.

Separate Schools.

Public School.

DOMINION BUREAU OF STATISTICS

made up of several school districts in which the schools may go on independently as before, but the trustee boards of these districts are abolished and one central municipal school board is formed, consisting of two members from each ward of the municipality. If the municipal school district includes an incorporated village, this village is represented by three trustees in addition to the ward trustees. The members of this school board are paid a sessional indemnity of \$3 a day. They have power to consolidate or amalgamate two or more schools within the municipality without any further formality. The incorporated village district has a board of between three and seven trustees. The town and city districts have boards of two trustees from each ward. There is also a high school district formed within a certain "territory." This territory is usually made up of an existing school district together with contiguous areas. The High School Board is made up of the existing board of the original district and three trustees from the new parts of the territory. The high school board has no separate identity from the elementary school board as it has in Ontario.

In Saskatchewan, a rural school district may be formed within an area of 20 square miles, with no dimension over five miles, having 10 children between the ages of 5 and 16. If an area containing 6,000 acres of assessable land, and 10 ratepayers has 20 children between 5 and 16, the Minister of Education may order a district to be created if the ratepayers have failed to establish one. A rural school district in Saskatchewan is wholly outside the limits of a city, town or village. A consolidated district is a large district which may have an area of 50 or more square miles. The rural and village school boards consist of three trustees, the town of five, while the city is represented by wards. The High School Board of Trustees has a separate identity as in Ontario. Saskatchewan uses the same terminology as Ontario and with the same meaning in the case of "public" and "separate" schools, high schools and collegiate institutes.

In Alberta a district may be formed within areas four miles square containing four ratepayers and eight children from 5 to 16 years of age. The subdivision into rural, village, town and city school areas has the same significance as in Saskatchewan. The high school board in Alberta has no separate identity.

In British Columbia the rural districts outside the municipalities are called "assisted schools" and have boards of three trustees. The remaining schools are divided as follows:—

- (a) High schools.
- (b) City school districts of the first class. These must have an average attendance of 1,000 or over. They have a board of seven trustees.
- (c) City school districts of the second class—average attendance of 250-999. Board—five trustees.
- (d) City school districts of the third class—average attendance under 250. Board—three trustees.
- (e) Rural municipality districts with the same meaning as in Manitoba. Board—five trustees. Nearly all of (e) are graded schools and a large number of even the assisted schools are graded so that centralization and consolidation (though not so called) prevail in British Columbia to a greater extent than in any other province. Out of the 72,000 pupils enrolled in 1919, only about 10,000 attended ungraded schools.

In any province, except Nova Scotia, where the term municipal district is used it applies to a centralized school district composed of the school units within a municipality, with one central board of trustees. The different school units are not necessarily amalgamated when the municipal district is formed. In Nova Scotia, this term has a special meaning. Here it is a district roughly one third of an inspectorate, and formed for the purpose of controlling and supervising the activities of the different school sections within the district. The province is at present divided into thirty three such districts. The Board of District Commissioners (not to be confused with the Board of School Commissioners, as the trustee boards of towns and cities in Nova Scotia are called) consists of not less than seven members appointed by the council of the district and meets annually. The inspector is ex-officio clerk of this board.

Municipal District.

The inspectorate, called in Prince Edward Island, New Brunswick and British Columbia "Inspectorial district," in Nova Scotia, "Inspectorial division," and in Manitoba "Inspector's territory," is, as its name implies, the domain of an inspector. In all provinces except Ontario inspectors are appointed and paid by the Lieutenant-Governor in Council of the province; in Ontario they are appointed and paid half their salary by the municipality, the province paying the remainder. In British Columbia there may be also a municipal inspector in addition to the Government inspector.

Inspectorate.

Department of Education.

The chief educational authority in each province is the Department of Education, called in Quebec the Department of Public Instruction. In all provinces, except Quebec, the chief officer (or officers) of the department is either a member of the Executive Council or the Council as a whole. In Quebec the Department of Public Instruction is completely separated from the sphere of politics. The organization of the department of education in each province may be summarized as follows:—

Prince Edward Island.

- (1) Board of Education, consisting of the members of the Executive Council, the principal of Prince of Wales College and the chief superintendent as secretary.
- (2) Chief Superintendent.

Nova Scotia.

- (1) Council of Public Instruction—the members of the Executive Council with the Superintendent of Education as secretary.
- (2) The Superintendent of Education who is ex-officio secretary of the Council of Public Instruction, administrator of the educational statutes, except in doubtful cases, general supervisor of education and inspector of the county academies.
- (3) Advisory Board of Education—seven members, of whom 5 are appointed by the Lieutenant Governor-in-Council, and 2 are elected by the teachers' association. The tenure of office of this board is two years. The members are paid a sessional indemnity.

New Brunswick.

- (1) Board of Education—the Lieutenant-Governor, the Executive Council and the Chancellor of the University of New Brunswick, with the Chief Superintendent of Education as secretary. A quorum is constituted by the Lieutenant-Governor or the Premier and three members of the Executive Council with the Chief Superintendent as secretary.
- (2) Chief Superintendent of Education, supervisor and administrator under board and president of the Senate of the University of New Brunswick.

Quebec.

- (1) Superintendent of Public Instruction, appointed by the Crown, who is ex-officio President of Council of Public Instruction. The link between the Department of Public Instruction and the Government is the Provincial Secretary.
- (2) Two Deputy Heads, called the French and English secretaries of the department.
- (3) Council of Public Instruction comprising—
 - (1) All Roman Catholic Bishops or Vicars Apostolic in Quebec.
 - (2) An equal number of Roman Catholic laymen.
 - (3) An equal number of Protestants.
 - (4) Two Inspectors-General—a Roman Catholic and a Protestant.

~~(The department has no powers in regard to the creation or closing of schools, nor the appointment or dismissal of teachers).~~

Ontario.

- (1) Minister of Education—a member of the Executive Council.
- (2) Deputy Minister of Education—permanent representative of the minister in his administrative capacity.
- (3) Superintendent of Education, appointed by Lieutenant-Governor in Council, permanent representative of the minister in his supervisory capacity.
- (4) Advisory Council of Education, consisting of twenty members as follows:—
 - (1) President of the University of Toronto.
 - (2) Superintendent of Education (no vote).
 - (3) Three additional representatives of the University of Toronto.
 - (4) Four representatives of other Ontario universities.
 - (5) Two members elected by high school teachers.
 - (6) Four elected by public school teachers.
 - (7) One elected by separate school teachers.
 - (8) Two representatives of public school inspectors.
 - (9) Two representatives of school trustees.

Manitoba.

- (1) Minister, (2) Deputy Minister, (3) Superintendent.
- (4) Advisory Board appointed for two years and consisting of—
 - (1) Eight members appointed by Lieutenant-Governor in Council, two of whom are trustees of rural schools.
 - (2) Two elected by the elementary and intermediate school teachers.
 - (3) One elected by the high school and collegiate institute teachers.
 - (4) One elected by the inspectors.

Saskatchewan.

- (1) Minister, Deputy Minister, Superintendent, Registrar.
- (2) Council of Education, of which the Minister is president, consisting of five members of whom two must be Roman Catholic.
- (3) Advisory Board, constituted as in Manitoba.

Alberta.

- (1) Minister, Deputy Minister, Assistant Deputy Minister, Supervisor of Schools.
- (2) Education Council, constituted as in Saskatchewan and Manitoba.

British Columbia.

- (1) Council of Public Instruction, consisting of a Minister of Education and the members of the Executive Council.
- (2) Deputy Minister.
- (3) Superintendent.

It will be gathered from the above that the superintendent in Prince Edward Island, Nova Scotia and New Brunswick combines the functions of the deputy minister and superintendent in Ontario, Manitoba, Saskatchewan and British Columbia. Besides the officials mentioned and the education office staffs there is in most provinces an official inspector whose function is to deal with special cases. In some provinces this office is permanent, in others the official inspector is appointed temporarily as circumstances demand.

Types of Schools.

The term "ungraded school" will mean the same thing in every province, except perhaps New Brunswick; that is, a one-room school. In New Brunswick, as has been mentioned, a school may have a small classroom attached, in charge of a classroom assistant and still be an ungraded school. When a second "teacher" is employed the school will be "graded," with two departments instead of a "school room" plus a "classroom." The term graded school will, in like manner, be universally understood. To be erected into a graded school, that is to draw a Government grant for a second teacher, a district must have a minimum number of pupils enrolled with a minimum average daily attendance. This minimum varies in different provinces. Perhaps it will be well to call once more to mind that the term "school" itself is liable to misinterpretation. In Nova Scotia, New Brunswick and Saskatchewan it applies to only one classroom; that is, a graded institution with eight departments or classrooms would have eight "schools," while a one-room school building with its grounds and equipment is also a school. This use of the term is not strictly adhered to in Saskatchewan; the name "Alexandra School," for instance, means a large graded institution, not a single room. In consequence of this it is not always possible to know from the reports whether one department or a whole institution is meant. In all the other provinces the term "school" applies to the whole institution.

Two general types of schools will be mentioned constantly in this report: (1) Elementary, (2) Secondary. By elementary school will be understood a classroom in which the work of elementary grades is taught (that is, work below that of grade IX) with or without work of secondary grades (above grade VIII.) By secondary schools will be meant a classroom in which work of secondary grade only is taught. Since a great diversity exists in the nomenclature of the provinces when referring to these two types, it will be well to define the usage of each province separately.

In Prince Edward Island there are four types of schools (school = school institution, not classroom).

- (1) The "primary" or one room school. In this school all the grades up to IX, X or Prince of Wales College entrance may be taught.
- (2) The "advanced graded" school. This is a school of more than one department, or classroom in charge of a teacher, and is to be usually found in small villages and may be found in any community where the average attendance is 35 or over.
- (3) The "first class" school. This is a school with two or more classrooms or teachers, and is classified by its equipment, building and grounds rather than its size. It must provide facilities for teaching High School work in its upper classrooms. In Charlottetown, Summerside and Montague are to be found first class schools with one or more classrooms devoted exclusively to secondary work, carrying the pupils as far as Entrance into Prince of Wales. These classrooms are secondary schools proper.
- (4) Prince of Wales College, an institution doing Secondary, Normal School and some University work.

In Nova Scotia the elementary institutions are called "common schools" and the secondary schools are called either "high schools" or "county academies." The county academy is usually situated in the county town and is free to all the pupils in that county, while the high school is situated in any community large or wealthy enough to support one, and is free to all the pupils of that community. The county academy is inspected by the Superintendent of Education; all the other schools by the divisional inspector. In Nova Scotia there is another type of school called the "superior school," which must have a successful class "A" teacher. If this school passes inspection on the score of its teacher, grounds and equipment, it receives a special superior Government grant of \$150. This, however, is a classification by merit, not by type, and must not be confused with the school of the same name in New Brunswick.

In New Brunswick there are four types of schools: (1) the primary (one-room school), (2) advanced (a graded school), (3) superior school (graded and with at least one room teaching work above grade VII), and (4) grammar or high school (graded and with at least one room teaching work above grade VIII). The superior school may be situated in, supported by, and free to all pupils in the municipal subdivision of a county called in New Brunswick a "parish," if that parish contains 6,000 inhabitants. The grammar school is usually situated in the county town and supported by and free to all the pupils of the county. If there is no grammar school in a county a superior school must be established in lieu thereof. A superior and grammar school cannot co-exist in the same parish. In a graded institution the upper room teaching work above grade V, not the whole institution, is called the "superior school." This superior school would resemble the intermediate school in Manitoba, while the grammar school would correspond to the county academy in Nova Scotia. These two types of schools require teachers with at least "superior" license and "grammar school" license respectively. They receive special Government grants.

In Quebec there are in both Protestant and Catholic institutions three types of school: (1) the elementary, (2) the model, and (3) the academy. The elementary school is a school which has facilities for teaching work up to the end of the fourth year in the Catholic schools, or the seventh year in the Protestant; the model school, work up to the end of the sixth year in Catholic and tenth year in Protestant; the academy, work up to the end of the eighth year in Catholic and the eleventh year in Protestant. The model school in the Protestant institutions, may have two purely secondary departments. The Protestant academies are included among the secondary schools in the provincial reports, while the term secondary is confined to the classical colleges in the case of the Catholic schools, the other institutions being designated as "primary" although their academies may have as many as one or more purely secondary departments or classrooms. It must be borne in mind that the academy in Quebec, which may teach all the grades, has no resemblance to the academy in Nova Scotia, which is a purely secondary institution.

In Ontario, the elementary schools are called public and separate schools, and the secondary schools are called continuation schools, high schools and collegiate institutes. The continuation school is a secondary institution in a community not sufficiently developed to support a high school. The term collegiate institute in the sense in which it is used in Ontario would be misunderstood in Nova Scotia, where it means a private or affiliated college or a degree conferring institution.

In Manitoba, the elementary schools are so called, and the secondary schools are called high schools, and collegiate institutes. If there is a collegiate department in a school it is called a collegiate department, not a school. In Manitoba as well as the other Prairie Provinces, most of the village and town schools teach secondary work and a number of them have purely secondary departments. These schools may be performing all the functions of secondary

schools, but have not yet been brought under high school organization. In Manitoba these are called intermediate schools. These schools are not encouraged to teach work above grade IX or X.

In Saskatchewan the elementary schools are called public and separate schools as in Ontario. These include such schools as are called intermediate in Manitoba. The secondary schools are called high schools and collegiate institutes, with the same meaning as in Ontario. A high school may not attempt to teach work above grade XI, if the institution has not a complement of three teachers. "School" in Saskatchewan means the same as in Nova Scotia, viz.; classroom.

In Alberta there is no separate legislative organization for elementary and secondary institutions, but they are none the less a reality, and receive special grants. In Alberta a school receives a special grant if it provides facilities for teaching work above grade VII, if the attendance above this grade is at least 15. Such facilities are really provided in all towns and most villages as in Saskatchewan and Manitoba, so that Alberta has intermediate schools. A large number of the towns and all the cities have high schools as separate institutions.

In British Columbia, the elementary schools are: (1) the assisted schools, (2) the rural municipality schools, and (3) the city graded schools. The high school in British Columbia is emphatically the secondary institution, that is, it is here that nearly all of the secondary work is done. In 1919 all the pupils in the province doing work of secondary grade, except 252, were taught in the high schools, while in the other provinces a large proportion of the pupils in secondary grades were taught in institutions which were not technically known as high schools. The comparative numbers taking secondary work in secondary schools and in elementary (including intermediate) schools will be found on page 18.

Normal Schools.

The term normal school is understood everywhere as an institution for the training of teachers. Attached to these institutions are model schools, which term has the same meaning in every province except Quebec, where the term model school is used to designate what would be termed an intermediate school in some other province. The model school in the other provinces is used for practice teaching for the pupil teachers or students in normal schools. In Ontario there is a type of model school which is really a normal school for students training for third class teachers' certificates. It was not always possible to know from the reports which of those attending model schools were teachers in training and which practice pupils. In this report these teachers in training are all included among the normal school students and no distinction is made between the model or practice pupils and the pupils of the public schools. Normal training in Prince Edward Island is given in Prince of Wales College and the work is taken along with the academic work. In the other provinces the normal school is an institution separate from the secondary school and requires a minimum academic standing from students who wish to be admitted to its classes. This academic standing and the time requirements will be given in the definitions of the classification of teachers.

Special Schools.

In all the provinces there are provisions made and special Government grants offered to encourage technical training and night schools. The night school is a rapidly growing institution, but the regulations governing it are so uniform in the different provinces and the grants paid by the Government so subject to change that there will be no great value in giving these for each province. Generally these schools are for children or adults over the compulsory age or who are unable to attend the day schools. A small fee is usually charged,

but the fee is usually refunded as a reward for regular attendance. In Nova Scotia provision is made forbidding the teacher of the day school under certain circumstances to take charge of the night school. In all the provinces the night-school teacher must be qualified. Academic or cultural studies are taken up as well as commercial or technical subjects. By technical school is here meant any institution, not a university, which teaches subjects other than academic. These subjects include commercial subjects, agriculture, handicrafts, etc. In all the provinces the teaching of commercial subjects, agriculture (at least in the form of school gardening), manual training, etc., in the day school, is encouraged by special grants to schools showing efficiency in the work, and to teachers who have taken special training in these subjects. Some provinces have full commercial courses on their programme of studies in collegiate institutes. The work of these courses is usually considered as belonging to the same grade as the first two years of secondary work. In Manitoba and Saskatchewan, especially, the regular collegiate institutes are often called "technical institutes," because of their technical as well as academic courses. At the present stage it is impossible to give definite statistics of the activities of the different provinces in technical work. In some provinces, notably the Prairie Provinces, the technical work is so interwoven with the regular school work that any figures given for the technical schools would be already included in the statistics of the regular day schools; in Nova Scotia the technical work might mean the elementary work done in the day schools throughout the country or might mean the high order of work done in the technical schools at Halifax and Sydney, where students qualify as mining engineers, etc. In Ontario are to be found distinctly technical schools. These are separately classified and their statistics are not included with those of ordinary elementary or secondary schools. In Quebec the technical work is more or less interwoven with university work. This is also true of all the secondary activities in Quebec. It is almost impossible to avoid duplication in giving the figures for Quebec universities, technical schools and Roman Catholic secondary schools (the classical colleges). It should, therefore, be understood that whenever figures for technical schools are given in this report, they are given to illustrate technical activities, not to show the number of persons taking technical training as distinct from those taking other forms of training. Before this latter information can be given, schedules will have to be devised which among other things will provide for information on the following points:—

- (1) The number of pupils or students following any course of technical work in a day technical institution.
- (2) The number of these who are not already enrolled in the regular day schools.
- (3) The academic standing of this second group at entering the technical institution.

Ages of Free Admission Into Schools.

- (1) *Prince Edward Island*.—Resident children between the ages of 5 and 16; older children if there is accommodation.
- (2) *Nova Scotia*.—Trustees must provide accommodation for all residents over 5 years of age who wish to attend.
- (3) *New Brunswick*.—Trustees must provide accommodation for residents between 6 and 20; others may attend if there is accommodation.
- (4) *Quebec*.—Usually 7 to 16 in elementary schools, but there is nearly always a fee charged and children 7 to 14 have to pay this fee whether they attend school or not.
- (5) *Ontario*.—The public schools are free to all residents (except separate school supporters) between the ages of 5 and 21.

(6) *Manitoba*.—Accommodation must be provided for all residents between the ages of 5 and 21 in rural communities, and 6 and 21 in urban.

(7) *Saskatchewan*.—In rural and village districts between 5 and 21; in towns and cities, between 6 and 21.

(8) *British Columbia*.—Accommodation must be provided between the ages of 5 and 16 years.

Ages of Compulsory Attendance.

(1) *Prince Edward Island*.—Ages 7 to 13, inclusive; yearly attendance must be thirty weeks in Charlottetown and Summerside and twenty weeks elsewhere, six weeks of which must be consecutive.

(2) *Nova Scotia* (at option of ratepayers).—Ages 7 to 12, but board in towns, may forbid employment of children from 6 to 16. Within the age limits, children in town schools must attend at least 120 days in the school year.

(3) *New Brunswick* (on resolution of trustees, but the question must be brought up at every annual meeting until adopted).—Ages 7 to 12 or grade VII standing; in St. John, Chatham and Newcastle, 6 to 14; period eighty full days. Employment of children under 16 may be forbidden by board.

(4) *Quebec*.—No compulsory regulations.

(5) *Ontario*.—

(a) Children 8 to 14 must attend full time; children from 5 to 8, if they attend at all, must attend full time.

(b) Adolescents 14 to 16 who have not attained a university matriculation standing must attend full time; those exempted on the plea of circumstances compelling them to go to work must attend part time for 400 hours a year. This law comes into effect in September 1921.

(c) Adolescents 16 to 18 (who have not come under (b)) must attend part time during 320 hours a year. This law has not yet come into effect.

Manitoba.—All children between 7 and 14 (who have not matriculation standing) must attend full time. Any pupil over 14 if enrolled must attend regularly. A child over 13 may be exempted for employment, but only six weeks in the year. Employment under 14 (except as mentioned) is forbidden. The board of any district having an attendance officer may compel children to attend up to the age of 15.

Saskatchewan.—All children 7 to 14 who have not passed grade VIII standing must attend full time. Employment of children under 14 forbidden. Deaf-mutes between the ages of 8 and 15 must attend an institution seven months in each year.

Alberta.—All children 7 to 15 who have not passed grade VIII must attend full time. If they have reached the age of 14 and are usefully employed they may be exempted.

British Columbia.—All children 7 to 14 inclusive must attend full time during the school year.

School Year.

Prince Edward Island.—July 1 to June 30; in Charlottetown and Summerside, calendar year.

Nova Scotia.—August 1 to July 31.

New Brunswick, Quebec, Manitoba and British Columbia.—July 1 to June 30. (In Ontario the secondary school year is from July 1 to June 30).

Ontario, Saskatchewan and Alberta.—Calendar year.

Vacations.

Prince Edward Island.—In Charlottetown and Summerside (and in other incorporated towns if desired), eight weeks in summer and one week in December; elsewhere there is a summer vacation of six weeks beginning July 1, a fall vacation of one week in October, and a winter vacation of one week in December.

Nova Scotia.—Summer vacation of eight weeks in July and August (but with the consent of the inspector trustees may fix these for January and February) and two weeks beginning Saturday before Christmas..

New Brunswick.—Summer vacation of 8 weeks commencing July 1, winter of two weeks commencing the Saturday before Christmas.

Ontario.—July 1 to Aguust 31; December 23 to January 2; one week following Easter.

Saskatchewan.—In rural and village districts at least seven weeks in the year, of which one to six weeks must be in summer. The summer vacation comes between July 1 and October 1, and the winter between December 23 and February 15. In towns and cities at least seven weeks, six weeks commencing July 2 and nine days commencing December 23.

Alberta.—In rural districts, seven to ten weeks; summer between June 15 and September 1; winter December 24 to January 2. In towns and cities eight to 10 weeks.

British Columbia.—Summer, last Friday in June up to the fourth Sunday in August; winter, two weeks preceding first Monday in January. Easter, four days following Easter Monday.

The foregoing definitions and summary of legislation and practice will demonstrate the impossibility of giving strictly comparable statistics for all the provinces. Table I, which contains a summary statement of the most important statistical items connected with education in the various provinces in the Dominion, is placed at the beginning of the report as a table of reference. It must, however, be used as a reference, subject to the limitations already indicated. The figures, taken from the annual reports of the several Departments of Education, are compiled from the sworn statements of the teachers and trustees or inspectors throughout the provinces, but at the same time it must be borne in mind that they do not always mean exactly the same thing in each province. There are also some items given which are only partial, where complete figures were not available. Whenever a partial item is given, attention will be called to the fact in a foot note. Partial figures are useful in indicating proportions, and have the value attached by scientists to information collected by the sample method. They are better than approximations or estimates, in that they are not so misleading or so subject to error as estimates, and they enable the student of education to form his own estimates. The terms here as elsewhere, unless definitely stated otherwise, are used in the generally accepted English meaning of these terms, and not in the technical sense in which they may be used by any province.

**PART II.—SUMMARY OF EDUCATION STATISTICS
FOR YEAR 1918-19.****Schools Represented.**

The summary table and the general historical tables which follow represent Elementary and Secondary Schools under public control, that is, under the control of the Department of Education of each province. In other words, they represent the public education extended to children and adolescents. They also include universities, professional colleges, technical and agricultural public institutions where it is possible to include these; they also include private business colleges. The statistics available for private institutions are very meagre but efforts are now being made to collect such figures, and it is to be hoped that before very long it may be possible to give these statistics on a comparative basis with the statistics of publicly controlled schools, and that the sum total will be available to compare with a table of population of school age.

School Attendance.

Tables 1, 2, 3 and 4 will help to give a conception of the proportion of the population taking advantage of public educational opportunities. The figures for illiteracy have been included in table 4 for two reasons; (1) for convenience in making calculations if actual numbers instead of percentages are required, and (2) for the reason that the number of illiterates, that is, the number unable to read or to write any language, represents roughly the number of those who are not and never have been at school. It will at once be clear that such figures under the age of ten have very little value and show up to the disadvantage of provinces in which the children are late in commencing school. In the Census of 1916 of the Prairie Provinces, and hereafter in all the provinces, illiteracy will be ascertained in the case of the population over the age of 10 instead of 5 as heretofore.

DOMINION BUREAU OF STATISTICS

1.—Statistical Summary of Education in Canada
NUMBER OF PUPILS

	Type of Institution.	P.E.I.	N.S.
1	Elementary and Secondary Grades in Publicly Controlled Schools.	17,587	106,982
2	Technical and Vocational Publicly Controlled Schools—Day Courses ³ .	—	—
3	Technical and Vocational Publicly Controlled Schools—Evening Courses ³ .	—	2,830
4	Normal Schools.	—	255
5	Classical Colleges (Quebec).	—	—
6	Affiliated and Professional Colleges.	522	738
7	Universities.	—	1,348
8	Schools for the Blind and Deaf-Mutes.	—	231 ⁴
9	Other Publicly Controlled Institutions.	—	—
10	Private Business Colleges—Day Courses ³ .	78	967
11	Private Business Colleges—Night Courses ³ .	22	59
12	Private Elementary and Secondary Schools ³ .	—	2,242
13	All (Day) Institutions.	18,187	112,763
14	All (Night) Institutions.	22	2,889
	Grand Total (excluding duplicates).	18,209	115,652
17	Population in 1911.	93,728	492,338
	Population of Prairie Provinces in 1916.	—	—

DISTRIBUTION OF THE PUPILS IN ELEMENTARY

	—	P.E.I.	N.S.
1	Number of boys enrolled.	8,882	52,491
2	Number of Girls enrolled.	8,705	54,491
3	Total in Elementary Grades.	16,787	97,844
4	Boys in Elementary Grades.	—	49,467
5	Girls in Elementary Grades.	—	48,377
6	Total in Secondary Grades.	800	9,138
7	Boys in Secondary Grades.	—	3,024
8	Girls in Secondary Grades.	—	6,114
9	Total in Secondary Grades in Secondary Schools.	—	—
10	Boys in Secondary Grades in Secondary Schools.	—	—
11	Girls in Secondary Grades in Secondary Schools.	—	—
12	Number of Pupils in Graded Schools.	6,463	64,891
13	Number of Pupils in Ungraded Schools.	11,350	42,091
14	Number of Pupils in Rural Schools.	11,350	—
15	Number of Pupils in Village, Town and City Schools.	6,463	—

ATTENDANCE OF THE PUPILS IN ELEMENTARY AND

	—	P.E.I.	N.S.
1	Aggregate number of days attended during the year.	1,742,007	11,631,150
2	Average number attending each day.	10,908	65,906
3	Average number of days Schools were open during year.	159.70	176.48
4	Average number of days pupils attended during year.	99.05	108.72
5	Average number of days lost by pupils during year.	100.95	91.28
6	Percentage of total attendance in average attendance.	62.10	61.60
7	Percentage proportion of Secondary to Elementary Grades.	4.77	9.34

TEACHERS AND ACCOMMODATION IN

	—	P.E.I.	N.S.
1	Teachers in Publicly Controlled Schools.	594	3,012
2	Male Teachers.	102	163
3	Female Teachers.	492	2,849
4	Number of School districts having Schools in operation.	466	1,673
5	Number of Schools districts without Schools in operation.	9	124
6	Number of School-houses.	467	1,772
7	Number of class-rooms in operation.	601	2,812
8	Number of graded Class-rooms in operation.	195	1,433
9	Number of ungraded one-room Schools.	406	1,379
10	Average number of pupils to a class-room.	29.73	38.10
11	Average number of pupils to a class-room in graded Schools.	33.41	45.28
12	Average number of pupils to a class-room in ungraded schools.	27.95	30.45

EXPENDITURE IN PUBLICLY

	—	P.E.I.	N.S.
1	Total Expenditure on Education.	285,960	2,097,593
2	Total Expenditure on Education by Governments.	187,488	432,496
3	Total Expenditure on Education by Ratepayers, etc.	98,472	1,665,097
4	Expenditure on Secondary Schools.	—	—
5	Expenditure on Elementary Schools.	—	—
6	Expenditure on Teachers' Salaries.	—	—
7	Expenditure on Teachers' Salary in Secondary Schools.	—	—
8	Expenditure on Teachers' Salary in Elementary Schools.	—	—
9	Average Annual Cost per pupil enrolled.	16.26	19.61
10	Average Annual Cost per pupil in Average Attendance.	26.18	31.83

(¹For the whole year. ²1918 figures. ³Incomplete. ⁴45 of these are from New Brunswick, 10 from P.E.I. and 5 from work in Elementary Schools and of these latter the sex is not given. The number given by sex are attending Secondary of whom are in Secondary Grades. ⁵Including Maternal Schools, 5,888; Elementary Schools, 263,391; Model Schools, 93,895 of these are included in the Statistics of the Universities and Classical Colleges. ⁶Including Draft and Confection Schools, 4,428. ⁷Included in Private Schools, etc. ⁸In Quebec most of these are called Independent Schools and include Elem-

SURVEY OF EDUCATION IN CANADA

19

by Provinces, 1919, or latest year reported.

ATTENDING EDUCATIONAL INSTITUTIONS.

N.B. ¹	Quebec.	Ontario. ²	Manitoba.	Sask.	Alberta.	B.C.	9 Provinces.
71,029	448,093	564,655	123,452	164,219	121,567	72,006	1,689,590
54	425	4,505	115	55	1,099	990	7,093
800	3,027 ³	37,370	1,888	411	1,557	2,448	50,331
263	1,223	1,329	593	1,058	488	692	5,901
-	7,711	-	-	-	-	-	7,711
-	5,291 ¹⁰	1,841	60	634	55	9,141	6
812	3,849	9,892	2,013	1,637	1,106	1,530	22,187
-	549	405	159	-	-	-	1,344
-	8,095 ¹¹	-	-	-	-	-	8,095
494	(2,244) ¹²	8,117	2,552	627	878	141	16,098
164	(792) ¹²	3,762	1,555	390	703	104	7,551
-	43,996 ¹³	-	-	2,873	2,632	-	51,743
72,652	509,513	594,194	130,725	170,529	128,404	75,414	1,812,381
964	7,455	41,132	3,443	801	2,260	2,552	61,518
73,616	576,968	635,326	134,168	171,336	130,664	77,966	1,873,899
351,889	2,003,232	2,523,274	455,614	492,432	374,663	392,480	7,179,658
		553,560	647,835	496,525			
							17

AND SECONDARY PUBLICLY CONTROLLED SCHOOLS.

N.B. ⁵	Quebec. ⁷	Ontario. ²	Manitoba.	Sask.	Alberta.	B.C.	9 Provinces.
31,784	236,933	281,462	-	83,916	61,206	35,954	792,628
33,136	255,156	283,193	-	80,303	60,361	36,052	811,404
62,895	481,669	523,236	115,456	155,219	113,635	65,928	1,632,669
-	266,367	-	-	-	-	33,562	-
-	262,550	-	-	-	-	32,638	-
2,025	10,420	41,419	7,996	9,000	7,932	6,078	94,808
-	-	15,095 ⁶	-	-	-	2,392 ⁶	-
-	-	20,643 ⁶	-	-	-	3,414 ⁶	-
1,213	-	40,477	6,809	4,751	-	5,806	-
-	-	15,095	-	1,910	-	2,392	-
-	-	20,643	-	2,841	-	3,414	-
32,004	-	-	80,563	-	68,329	61,639	-
32,916	-	-	42,889	-	53,238	10,367	-
46,194	-	-	217,129	-	93,943	53,238	31,110
18,722	-	-	347,526	-	70,276	68,329	40,896
							15

SECONDARY PUBLICLY CONTROLLED SCHOOLS.

N.B.	Quebec. ⁷	Ontario. ²	Manitoba.	Sask.	Alberta.	B.C.	9 Provinces.
8,697,8281	-	-	-	18,490,031	13,478,701	8,960,593	-
45,7971	365,803	328,197	83,564	98,791	74,776	56,692	1,130,434
189,921	185	-	-	157-15	180-26	157-88	-
122,451	146-26	-	-	94-51	111-00	124-30	-
77-551	53-74	-	-	105-49	89-00	75-70	-
64-481	75-23	58-16	67-68	62-16	61-51	78-73	64-73
3-225	-	8-03	6-92	5-80	6-99	9-23	5-81
							7

PUBLICLY CONTROLLED SCHOOLS.

N.B. ⁵	Quebec. ¹	Ontario. ²	Manitoba.	Sask.	Alberta.	B.C.	9 Provinces.
2,107	16,213	14,267	3,479	6,550	4,902	2,332	53,456
136	2,473	1,663	669	1,269	1,082	486	8,043
1,971	13,740	12,604	2,810	5,117	3,820	1,846	45,249
1,299	-	-	2,040	3,941	2,796	582	-
-	-	-	-	204	250	15	-
-	7,589	6,995	1,838	-	-	873	-
1,950	12,824	14,267	3,479	5,005	4,128	2,261	47,327
782	-	-	1,849	-	1,552	1,697	-
1,168	-	5,000	1,630	-	2,576	564	-
33-28	35-63	39-58	35-48	30-23	29-45	31-85	35-70
40-92	-	-	43-58	-	44-04	36-32	-
28-19	-	-	26-31	-	20-70	18-38	-
							12

CONTROLLED SCHOOLS.

N.B. ¹	Quebec.	Ontario. ²	Manitoba.	Sask.	Alberta.	B.C.	9 Provinces.
1,530,256	16,844,684	18,588,890	8,827,092	11,783,943	8,805,529	4,228,720	72,992,667
277,996	2,145,976	1,315,918	691,981	1,339,019	713,083	1,791,154	8,895,111
1,252,260	14,698,708	17,272,972	8,135,111	10,444,924	8,092,446	2,437,566	64,100,556
-	-	3,412,167	-	350,681	-	-	-
-	-	15,176,723	-	11,433,258	-	-	-
-	-	11,145,680	3,296,035	5,048,460	3,560,318	2,710,554	-
-	-	2,118,529	-	235,460	-	384,265	-
-	-	9,027,151	-	483,000	-	2,326,289	-
21-54	29-38	31-43	46-34	60-79	52-89	58-73	35-06
33,41	37-10	52-98	73-72	97-79	85-99	74-59	54-16
							10

B.C. ⁵For the six months ended June 30th. ⁶The true totals for Secondary Grades are given. Many of these take the Schools. ⁷Inclusive of Independent Schools but exclusive of Classical Colleges which have 7,711 students, a large number and Academies, 84,919. ⁸Including technical and vocational Schools, 1,061; Arts and Trades, 1,966. ⁹In Quebec most 2,719; Schools of Agriculture, 497; School for Higher Commercial Studies, 126; Dairy School, 325, and "Night Schools," entary Schools, 5,952; Model Schools, 10,382, and Academies, 27,662.

2.—Historical Summary of Enrolment in Publicly Controlled Elementary and Secondary Schools in Canada by Provinces, 1901-1919.

Year.	TOTAL NUMBER ENROLLED.									
	P.E.I.	N.S.	N.B. ¹	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Nine Provinces.
1901.....	20,779	98,410	66,689	314,881	492,534	51,888	—	—	23,615	1,068,796
1902.....	20,803	99,059	67,425	321,288	490,860	54,056	—	—	23,901	1,077,394
1903.....	19,956	98,768	65,951	326,183	487,880	57,409	33,191 ¹	—	24,499	1,113,837
1904.....	19,031	96,886	65,278	329,666	484,351	58,574	41,033 ¹	—	25,787	1,120,606
1905.....	19,272	100,252	66,897	335,768	487,635	63,287	25,191	24,254	27,354	1,149,909
1906.....	18,986	100,332	66,635	341,808	492,544	64,123	31,275	28,784	28,522	1,173,009
1907.....	19,036	100,007	66,422	347,614	493,791	67,144	37,622	34,338	30,039	1,196,013
1908.....	18,012	100,105	66,383	352,944	501,641	71,031	47,086	39,653	33,223	1,230,169
1909.....	18,073	101,680	67,785	367,012	507,219	73,044	55,116	46,048	36,227	1,272,204
1910.....	17,932	102,035	68,154	374,547	510,700	76,247	65,392	55,307	39,670	1,310,117
1911.....	17,397	102,910	68,951	389,123	518,605	80,848	72,260	61,660	49,451	1,356,879
1912.....	17,078	103,984	69,199	400,036	526,951	—	81,896	70,414 ²	50,170	1,319,728
1913.....	17,555	105,269	69,663	411,784	542,822	83,679	101,463	79,909	57,384	1,469,752
1914.....	18,069	106,351	70,622	425,895	561,927	93,954	113,985	89,910	61,957	1,552,976
1915.....	18,402	107,768	72,013	448,087	569,030	100,963	122,862	97,286	64,264	1,601,035
1916.....	18,362	109,189	73,007	464,447	560,340 ²	103,796	129,439	99,201	64,570	1,622,351
1917.....	18,190	109,032	71,981	483,390	561,865	106,588	142,617	107,727	65,118	1,646,508
1918.....	17,861	108,097	71,782	487,508	564,655	109,925	151,326	111,109	67,516	1,669,776
1919.....	17,587	106,982	71,029	486,201	584,724	114,662	164,219	121,567	72,006	1,738,977

¹These figures include both Saskatchewan and Alberta. ²This figure does not include secondary schools. ³The total given in the report for this year was 71,044, but the aggregate of the number of pupils by grade was 70,414.

• BOYS.

Year.	P.E.I.	N.S.	N.B. ¹	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Nine Provinces.
1901.....	11,319	49,768	30,870	153,801	247,351	—	—	—	12,069	505,178
1902.....	11,271	50,247	30,767	156,304	244,509	—	—	—	12,254	505,352
1903.....	10,845	49,789	30,172	158,987	242,618	—	—	—	12,559	504,970
1904.....	10,259	48,536	29,892	160,014	240,674	—	—	—	13,330	502,705
1905.....	10,427	50,465	30,854	162,982	242,061	—	—	—	14,104	510,893
1906.....	10,196	50,198	30,913	166,967	243,572	—	16,376	14,701	14,524	547,447
1907.....	10,213	49,849	30,289	170,193	243,593	—	19,454	17,707	15,247	556,545
1908.....	9,449	49,906	30,600	171,471	248,032	—	24,773	19,516	17,111	570,858
1909.....	9,578	50,758	31,489	179,146	250,652	—	28,930	23,701	18,659	592,913
1910.....	9,573	50,918	31,933	182,431	250,327	—	34,084	28,406	20,351	608,023
1911.....	9,152	50,985	31,871	189,116	253,220	—	37,692	31,753	23,162	626,951
1912.....	8,995	51,498	32,062	193,263	256,532	—	42,380	36,717	25,734	647,181
1913.....	9,186	52,105	31,924	198,492	263,154	—	52,679	41,449	29,544	693,284
1914.....	9,514	52,656	32,244	210,937	271,677	—	59,340	46,769	31,890	715,027
1915.....	9,714	53,649	33,437	217,660	278,508	—	63,710	50,140	33,059	739,877
1916.....	9,565	53,944	33,089	225,425	273,676	—	66,497	50,375	32,874	745,445
1917.....	9,291	53,560	32,025	223,362	280,597	—	72,691	54,446	32,480	758,457
1918.....	9,101	53,731	31,858	224,248	281,462	—	76,896	56,011	33,540	765,842
1919.....	8,882	52,491	31,784	233,834	292,310	56,884	83,916	61,206	35,954	857,261

GIRLS.

Year.	P.E.I.	N.S.	N.B. ¹	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Nine Provinces.
1901.....	9,460	48,642	29,550	161,080	233,778	—	—	—	11,546	494,056
1902.....	9,532	48,812	29,710	164,984	234,151	—	—	—	11,647	498,836
1903.....	9,111	48,979	29,141	167,206	233,382	—	—	—	11,940	499,759
1904.....	8,772	48,350	28,867	169,652	232,016	—	—	—	12,457	500,114
1905.....	8,845	49,787	29,546	172,786	233,094	—	—	—	13,250	507,308
1906.....	8,790	50,134	29,768	174,841	234,812	—	14,899	14,083	13,998	541,325
1907.....	8,823	50,158	29,262	177,421	234,956	—	18,168	16,631	14,692	549,111
1908.....	8,563	50,199	29,795	181,473	237,101	—	22,313	20,137	16,132	565,693
1909.....	8,495	50,922	30,448	187,866	238,751	—	26,186	22,347	17,568	582,583
1910.....	8,359	51,117	31,061	192,116	241,430	—	31,308	26,901	19,319	601,611
1911.....	8,245	51,925	31,202	200,007	244,708	—	34,568	29,907	21,783	622,345
1912.....	8,083	52,486	31,502	206,773	258,857	—	39,516	34,327	24,234	655,778
1913.....	8,369	53,164	31,656	213,292	256,379	—	48,784	38,460	27,840	663,197
1914.....	8,555	53,695	32,066	224,958	264,696	—	54,645	43,141	30,067	711,823
1915.....	8,688	54,119	33,068	230,427	271,792	—	59,152	47,146	31,205	735,617
1916.....	8,797	55,245	33,459	239,032	269,214	—	62,942	48,826	31,696	749,211
1917.....	8,899	55,472	32,751	240,028	281,268	—	69,926	53,281	32,638	774,263
1918.....	8,760	55,361	32,990	243,260	283,193	—	74,430	55,098	33,976	787,068
1919.....	8,705	54,491	33,136	252,367	292,414	57,778	80,303	60,361	36,052	875,607

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3.—Average Daily Attendance in Publicly Controlled Elementary and Secondary Schools in Canada by Provinces, 1901-1919.

Year.	AVERAGE DAILY ATTENDANCE.									
	P.E.I.	N.S.	N.B. ¹	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Nine Provinces.
1901.....	12,330	53,643	37,473	232,255	275,234	27,550	-	-	15,335	653,960
1902.....	12,884	55,438	38,057	236,924	275,910	28,306	-	-	15,808	-
1903.....	12,112	55,213	38,032	243,123	275,385	36,479	16,321	-	16,627	-
1904.....	11,722	54,000	37,567	246,319	273,815	31,326	20,918	-	17,071	692,916
1905.....	11,627	56,342	39,402	255,420	281,674	33,794	13,493	13,375	18,871	724,171
1906.....	11,903	59,165	38,482	263,111	285,330	34,947	15,770	14,782	19,809	743,496
1907.....	11,543	57,173	38,790	266,510	284,998	37,279	19,841	17,310	20,459	754,060
1908.....	11,647	58,343	40,202	271,019	292,052	40,691	26,081	18,923	23,473	782,584
1909.....	11,543	61,787	42,501	285,729	295,352	41,405	28,998	22,225	25,662	815,449
1910.....	11,632	65,630	42,596	293,035	299,747	43,885	34,517	29,611	28,423	849,344
1911.....	10,511	61,250	42,791	301,678	305,648	45,303	35,278	32,556	32,517	870,801
1912.....	10,916	63,640	43,685	314,520	315,255	-	49,329	39,226	37,384	874,239
1913.....	11,003	65,686	44,375	324,447	330,474	48,163	56,005	45,888	43,072	969,380
1914.....	11,170	66,599	44,534	344,547	346,509	58,778	65,009	54,582	49,090	1,041,108
1915.....	11,694	70,361	47,889	360,897	365,059	68,250	72,113	61,112	52,494	1,111,075
1916.....	11,347	69,227	48,069	373,364	355,364 ²	66,561	71,522	60,271	50,880	1,106,878
1917.....	11,319	70,118	46,860	367,468	369,081	69,209	85,758	65,374	52,577	1,141,065
1918.....	11,334	67,923	46,515	369,057	328,197	69,968	91,010	68,489	54,748	1,107,467
1919.....	10,908	65,906	45,797	365,803	388,768	72,072	98,791	74,776	56,692	1,179,513

¹The total enrolment and average attendance for N.B. have been calculated on a yearly basis, and the enrolments of boys and girls are given for half yearly terms; the annual reports of this province give the average attendance by half yearly terms only, but as they give the aggregate attendance it has been possible to calculate the data for the whole year as above.

²Change in the year for secondary schools; these figures include elementary schools only.

4.—Total Population of Nine Provinces in Canada according to the Census of 1901 and 1911, and of the Prairie Provinces in 1916; also Population at School Ages 5-19 inclusive and 7-14 inclusive for the same years.

Province.	Total Population.			Population 5-19 years inclusive.			Population 7-14 years inclusive.			Percentage of Illiterates of 5 years and over.			
	1901.	1911.	1916.	1901.	1911.	1916.	1901.	1911.	1916.	1901.	1911.	1916.	
P.E.I.....	103,259	93,728	.....	37,306	31,263	.....	20,133	16,616	.....	10.77	7.61	.....
N.S.....	459,574	492,338	.....	153,534	157,540	.....	80,828	84,367	.....	14.25	10.34	.....
N.B.....	331,120	351,889	.....	114,242	116,040	.....	61,066	62,588	.....	16.20	14.05	.....
Que.....	1,648,898	2,003,236	.....	508,838	679,905	.....	311,151	372,235	.....	17.70	12.66	.....
Ont.....	2,182,947	2,523,274	.....	689,070	715,888	.....	364,064	376,970	.....	8.75	6.51	.....
Man.....	255,211	455,614	553,860	87,927	136,317	169,824	47,329	71,579	93,547	14.55	14.10	12.9	
Sask.....	492,436	647,835	.....	136,554	192,938	28,783	72,426	107,395	31.29	13.70	12.3	.....
Alta.....	374,663	496,525	52,888	102,936	143,313	54,988	79,511	12.72	10.4
B.C.....	178,657	392,480	.....	38,757	89,500	.....	20,889	42,538	.....	24.80	11.61	.....
Total....	5,318,606	7,179,658	1,698,220	1,754,562	2,165,943	506,075	934,243	1,154,307	280,453	14.40	10.50	.....

¹The population at 7-14 was not given by these ages in 1901. Instead of this the population at 5-9 and 10-14 years inclusive was given. The figures at 7-14 years inclusive in above table have been estimated on the assumption that five and six year olds constituted the same proportion of the 5 to 9 year group in 1901 as in 1911.

In table 5 is to be found a summary of the population by separate ages in school for the year 1910 as published in Bulletin XIX of the Census of 1911.

5.—Percentage by Ages of the Population between 5 and 24 years of age at School in 1910 according to the Census of 1911.

—	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Canada.
5.....	10.69	15.76	6.73	18.79	15.03	7.48	8.35	6.64	5.01	13.99
6.....	39.65	48.54	35.66	49.55	49.94	34.42	31.30	26.91	32.45	44.50
7.....	70.90	74.78	65.99	76.37	78.62	63.17	53.92	51.43	66.39	72.16
8.....	83.41	83.91	80.10	86.66	86.89	74.12	65.65	61.02	75.45	82.05
9.....	88.75	87.46	84.88	90.10	89.48	79.21	71.45	65.22	78.86	85.75
10.....	90.94	88.64	87.01	90.24	89.83	78.57	71.69	67.52	78.72	86.13
11.....	92.29	89.43	87.51	89.66	90.12	81.64	74.96	69.14	79.54	86.87
12.....	89.77	86.82	85.58	84.60	88.36	79.27	72.33	67.92	77.74	83.83
13.....	86.47	82.11	81.39	73.59	83.61	76.67	68.66	65.77	75.46	77.75
14.....	74.69	70.78	69.27	54.55	68.42	66.53	57.73	57.10	71.45	63.26
15-17.....	33.92	33.17	34.07	19.96	29.10	32.51	25.16	30.31	32.27	27.12
18-20.....	4.12	5.90	5.62	3.55	5.97	5.82	3.16	4.66	4.71	4.91
21-24.....	1.06	1.07	1.01	1.04	1.34	0.81	0.46	0.63	0.71	1.03
5-20.....	53.07	53.36	50.78	51.05	52.27	46.37	40.40	39.47	44.81	49.76
7 to 14.....	84.60	82.86	80.05	80.96	84.27	74.64	66.71	62.83	75.33	79.83
7-14 (Rural).....	84.24	82.16	77.90	81.27	82.89	71.06	64.99	57.98	70.03	77.90
7-14 (Urban).....	87.24	84.31	87.68	80.43	86.14	82.93	79.87	81.09	80.49	83.38

6.—Percentage of Total Enrolment in Attendance in Publicly Controlled Schools in Canada by Provinces, 1901-1919

Year.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Nine Provinces.
1901.....	59.34	54.50	56.19	73.76	55.81	52.90	.....	.....	64.94	61.74
1902.....	61.93	55.90	57.34	73.74	56.21	52.36	.....	.....	66.13	.....
1903.....	60.69	55.90	57.65	74.53	56.44	63.54	.....	.....	67.87	.....
1904.....	61.59	55.80	57.55	75.03	56.53	53.40	.....	.....	66.16	61.83
1905.....	60.33	56.30	58.88	76.07	57.56	53.40	.....	.....	68.94	62.98
1906.....	62.69	58.90	57.76	76.97	57.81	54.50	50.31	51.00	68.39	63.39
1907.....	60.63	57.10	58.39	79.54	57.69	55.52	52.48	54.00	66.63	63.05
1908.....	64.66	58.20	60.56	76.79	58.22	57.28	55.00	48.00	69.62	63.62
1909.....	63.86	60.70	62.70	77.85	58.43	56.68	52.25	48.24	69.97	64.19
1910.....	64.86	64.30	62.48	78.25	58.69	57.50	52.80	53.54	70.54	64.83
1911.....	60.40	59.50	62.06	77.52	58.94	56.30	53.00	52.08	71.27	64.18
1912.....	63.91	61.20	63.13	78.62	59.82	57.82	60.31	55.21	74.88	66.24
1913.....	62.67	62.40	63.71	79.77	60.88	57.56	55.10	57.41	75.12	65.95
1914.....	61.81	62.60	63.06	79.44	61.66	62.56	57.02	60.71	79.30	66.92
1915.....	63.54	65.30	66.49	80.54	64.31	67.50	58.70	62.81	81.73	69.33
1916.....	61.79	63.40	65.84	80.39	65.44	64.10	55.30	60.75	78.78	68.23
1917.....	62.20	64.30	65.09	79.29	65.69	64.93	62.24	60.68	80.74	69.31
1918.....	63.46	62.80	64.78	78.94	58.16	63.65	60.14	61.64	81.08	66.32
1919.....	62.00	61.60	64.48	75.23	66.49	62.86	62.16	61.51	78.73	67.83

Percentage of Attendance.

Table 6 shows the percentage of the enrolment of publicly-controlled schools in average daily attendance for the years 1901-19. The methods by which this percentage is computed should be explained. If 20 pupils attend 150 days each during the year, their aggregate daily attendance is said to be 3,000. If the school was open 200 days, the average daily attendance of that school is said to be 15 pupils (3000 divided by 200) and the percentage of attendance is the percentage which this 15 is of the total enrolment of 20; that is, 75 per cent. The average daily attendance of a whole province is the sum of the averages for each school and the percentage of attendance is the percentage this average bears to the total enrolment of the province. Whether this method is strictly adhered to is uncertain. It is clear that such a percentage is open to several criticisms, one of which may be mentioned:—

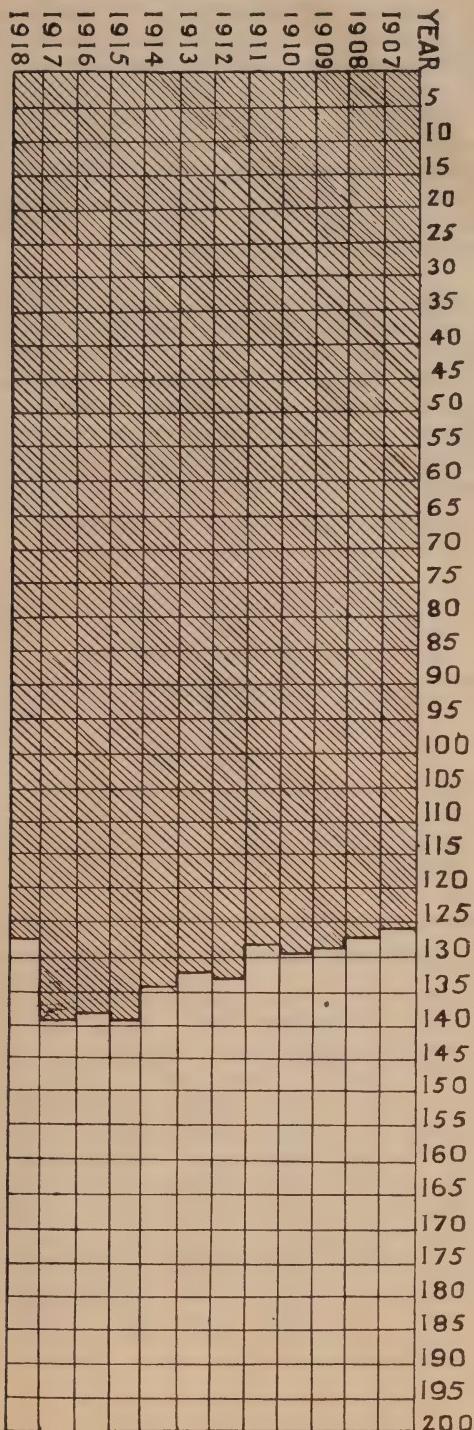
As it is almost impossible to ascertain how many pupils are counted twice in the total enrolment—that is, the number of pupils who are enrolled in one school for a part of the year and in another for another part—it gives an underestimate of the actual time spent by the pupils in school. For example: if 100 pupils attended 100 days in one school and then 100 days in another, their real attendance would be 100 per cent, but they would appear in the reports as 200 pupils with an aggregate attendance of 20,000 days, an average attendance of 100 a day and a percentage attendance of 50. It is possible that the duplication mentioned prevails to a considerable extent, especially in these days of influx from rural communities into urban. Hereafter, great care will be exercised to eliminate one possibility of duplication—the case of pupils transferred from one classroom or grade to a higher being counted twice.

There is reason to believe that most departments provide against this form of duplication; the question is whether inexperienced teachers strictly conform to the instructions of the departments. The importance of ascertaining a true percentage of attendance is great. If a province showed a percentage of attendance of 60, where the average number of days schools were open was 150, it would mean that the children in that province were present on an average only 90 days out of the 200 or more days the schools were expected to be open. In eight such years the pupils would receive on an average but 720 days of instruction, that is 3.6 years. They could not be expected to be as well advanced as pupils in a province where the schools were open on an average of 190 days and where the percentage of attendance was 80, or 152 days a year attendance for each child, or 6 years attendance out of the eight. The low percentages in

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Diagram showing, on the Basis of a 200-day School Year, the Proportion of the Time Attended (shaded) and the Proportion of the Time Lost (white) in Twelve Years by Pupils Actually Enrolled in Publicly Controlled Schools in Canada.



the western provinces are possibly due in a large measure to the duplication mentioned. They are also due to the severe winter climate and other causes. As these percentages, however, are assumed to be computed on the same basis from year to year, a historical table of this kind will be valuable as indicating improvements or fluctuations from year to year, and as a record of the times. In 1918 and 1919 there was an epidemic of Spanish influenza. The effects upon attendance at school can easily be seen in a historical table of this kind. In the case of an old province like Nova Scotia the effect can be seen in an enrolment table in the drop in the enrolment from 109,000 to 106,000, but in new provinces where the school enrolment is growing so rapidly there was a larger enrolment than in previous years. The table of percentages of attendance, however, shows a serious drop.

The diagram on page 23 does not represent the time lost by those who did not attend school at all nor the time lost by pupils in districts where the schools were not open during the full school year. A much better table to show this wastage is given by Nova Scotia, New Brunswick and Alberta. It shows the actual number of days the pupils are attending throughout the year. A table of this kind will probably be adopted by all provinces in the near future. A table proposed for all the provinces, graduated by 20 days' intervals, as 20 days correspond fairly closely to a school month, will now be given:—

Number of pupils attending less than 20 days.		
	"	20—39 days.
"	"	40—59 "
"	"	60—79 "
"	"	80—99 "
"	"	100—119 "
"	"	120—139 "
"	"	140—159 "
"	"	160—179 "
"	"	180—199 "
"	"	200 days and over.

The results shown by such a table in the provinces of Nova Scotia and Alberta will now be given.

7.—Attendance of Pupils in Nova Scotia Publicly Controlled Schools by groups of days, 1904-1919.

Year.	Number of Pupils Attending.						Total.
	Less than 20 days.	20 to 49 days.	50 to 99 days.	100 to 149 days.	150 to 199 days.	200 days and over.	
1904.....	7,778	14,197	18,983	22,256	30,107	3,565	96,866
1905.....	7,547	13,725	18,780	22,263	33,741	4,196	100,252
1906.....	7,117	12,968	17,588	21,218	36,821	4,620	100,332
1907.....	7,667	13,961	19,225	23,481	33,061	2,612	100,007
1908.....	7,064	13,168	17,569	20,951	34,930	6,423	100,105
1909.....	6,676	12,612	18,306	23,531	39,141	1,414	101,680
1910.....	6,583	12,253	18,417	23,141	40,136	1,505	102,035
1911.....	7,188	13,617	19,256	23,777	37,194	1,878	102,910
1912.....	6,804	12,351	18,043	23,065	41,102	2,619	103,984
1913.....	6,421	12,006	17,569	23,460	43,418	2,405	105,269
1914.....	6,724	12,012	17,147	22,909	45,504	2,055	106,351
1915.....	5,892	10,679	15,672	21,655	48,881	4,989	107,768
1916.....	6,170	11,777	18,121	24,572	45,897	2,652	109,189
1917.....	5,941	11,577	16,323	23,546	48,435	3,210	109,032
1918.....	6,397	12,135	19,717	26,272	42,127	1,449	109,097
1919.....	7,545	13,646	20,745	36,168	27,675	203	106,982

8.—Attendance of Pupils in Alberta Publicly Controlled Schools by groups of days, 1910-1919.

Year.	Number of Pupils Attending.						Total.
	Less than 20 days.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	Over 200 days.	
1910.....	5,385	10,818	15,536	10,989	11,938	641	55,307
1911.....	5,986	11,474	17,595	12,637	13,253	715	61,660
1912.....	6,002	12,060	20,456	15,238	16,578	710	71,044
1913.....	6,018	12,814	21,383	17,503	21,358	833	79,909
1914.....	5,884	12,489	22,711	19,500	28,201	1,125	89,910
1915.....	5,394	12,594	23,325	21,038	32,635	2,300	97,286
1916.....	6,679	13,403	25,502	22,034	30,747	836	99,201
1917.....	7,094	14,860	26,973	24,581	33,765	454	107,727
1918.....	9,253	21,641	29,427	42,746	8,000	42	111,109
1919.....	7,008	16,392	31,343	28,550	37,711	563	121,567

School Accommodation.

The significance of the period of attendance discussed above can be judged fairly only when the facilities provided for regular and full attendance are known. These consist mainly of three items:—

- (1) The length of the school year.
- (2) The number of school departments or classrooms in operation during the year.
- (3) The period during which these classrooms were open.

The length of the school year.—A full school year in most provinces has about 200 teaching days, or slightly more, over and above holidays. It will be well known, however, that such causes as the influenza epidemic may considerably shorten this period. Sickness on the part of a teacher will have the same effect in the country but not in the city, where a substitute is usually provided in such cases.

The number of school departments or classrooms in operation.—A table of the number of classrooms in operation will of course imply that there is a teacher in charge of each. This table in conjunction with one of school enrolment will help to form a conception of the number of pupils to a teacher and a classroom. If this is too large it will be clear that accommodation is deficient. It will not, however, take into account the number of children without accommodation in districts not in operation or in outlying districts where a school has not yet been provided. A better estimate of this can be formed by taking the number of classrooms in operation in conjunction with the number of people between 5 and 20 in a province. It will be seen by reference to page 14 that free admission is extended in most provinces to children and adults of these ages. Indication of growth in such accommodation, as shown in a historical table, will mean far more than the actual existing number of pupils to classrooms in operation. Table 9 shows this growth for a period of years for each province. In the cases of Quebec and Ontario the number of classrooms is approximate and corresponds to the number of teachers because the reports of these provinces give only the number of "schools," that is, school houses, or in the case of rural one-room schools, the number of school districts in operation. This is very unfortunate for our purpose, as large graded schools may have as many as 20 or 30 or more classrooms.

9.—Number of School Departments or Classrooms in operation in each province during the years 1901-1918.

Year.	Number of Classrooms in Operation.									
	P.E.I.	N.S.	N.B.	Que. ¹	Ont. ¹	Man.	Sask.	Alta.	B.C.	Canada.
1894.....	556	2,292	1,653							
1895.....	561	2,305	1,695				982			
1896.....	569	2,312	1,720							
1897.....	579	2,346	1,737							
1898.....	581	2,385	1,778							
1899.....	582	2,390	1,806							
1900.....	586	2,417	1,771		10,192	1,352				
1901.....	589	2,387	1,741	10,192	10,324	1,416			543	27,192
1902.....	588	2,394	1,736	10,319	10,207	1,488			570	27,302
1903.....	572	2,395	1,726	10,753	10,325	1,584	916		607	28,878
1904.....	562	2,353	1,722	10,777	10,470	1,669	1,129		624	29,306
1905.....	570	2,429	1,751	10,948	10,598	1,761	821	628	663	29,169
1906.....	573	2,446	1,753	11,024	10,754	1,847	1,017	780	690	31,044
1907.....	572	2,465	1,766	11,570	10,920	1,943	1,272	943	735	32,186
1908.....	580	2,516	1,767	11,774	11,168	2,014	1,639	1,139	816	33,413
1909.....	595	2,577	1,854	12,131	11,591	2,105	1,982	1,323	911	35,069
1910.....	591	2,579	1,859	12,370	11,920	2,227	2,261	1,610	1,012	36,429
1911.....	591	2,639	1,885	12,892	12,016	2,341	2,538	1,902	1,152	37,956
1912.....	590	2,662	1,900	13,210	12,271	2,430	3,114	2,229	1,345	39,751
1913.....	583	2,692	1,907	13,601	12,749		3,451	2,511	1,584	39,078
1914.....	587	2,724	1,917	14,319	13,202	2,688	3,886	2,898	1,785	44,006
1915.....	586	2,795	1,959	14,796	13,504	2,727	4,135	3,082	1,897	45,481
1916.....	594	2,837	1,990	15,346	13,737	2,888	4,417	3,153	1,987	46,939
1917.....	600	2,856	1,993	15,638	14,054	3,043	4,713	3,497	2,035	48,429
1918.....	596	2,859	1,986	16,194	14,267	3,089	5,005	3,933	2,134	50,063
1919.....	593	2,812	1,950	16,213	14,801	3,256	5,296	4,128	2,220	51,269

¹The figures for Quebec and Ontario are the number of teachers for the years mentioned and consequently an over-estimate of the actual number of class rooms.

10.—Proportion of Classrooms to Population by Provinces, 1901, 1911, 1916.

Province.	Classrooms per 1,000.											
	of population at ages 5-19.			of population at ages, 7-14.			of enrolment.			of average attendance.		
	1901.	1911.	1916.	1901.	1911.	1916.	1901.	1911.	1916.	1901.	1911.	1916.
P.E.I.....	16	19		29	36		28	33	32	47	55	51
N. S.....	15	17		30	31		24	26	26	45	43	41
N. B.....	15	16		29	30		26	27	27	47	44	41
Que.....	18	19		33	35		35	33	33	44	43	41
Ont.....	15	17		29	32		21	23	24	37	40	37
Man.....	16	17	18	29	33	31	27	29	28	41	52	43
Sask.....	17	19	23	32	35	41	28	35	34	56	63	62
Alta.....	18	22		35	40		31	32	32	59	52	
B. C.....	14	13		26	27		23	26	31	35	36	39

Time during which classrooms were open.—A great many of the classrooms in the above table were open only a part of the year; some commenced operation late in the year. This is especially true of two of the Prairie Provinces, where the school year corresponds to the calendar year and where new schools usually open in the spring and fall and where in rural districts, especially in communities inhabited by foreigners, a large number of these schools are summer schools, that is, schools opening in the spring and closing as soon as the weather becomes severe. Table 80 for Alberta on page 78 will help to show the situation in this respect more clearly. Table 11 will show the actual number of days each classroom was in operation, on the basis of 20-day or monthly periods and the number of pupils affected by each period in British Columbia and Prince Edward Island in 1919. There are prospects of such a table being compiled for each province in the near future. This table, together with a table of attendance, shows exactly how far irregular or short time attendance is due to a fault of the pupil or his parents and how far to lack of accommodation.

11.—Number of days classrooms in publicly controlled schools were open by groups of days, with the number of pupils enrolled in each group in British Columbia and Prince Edward Island,
1918-19.

Days open.	British Columbia.								Prince Edward Island.	
	High Schools.		City graded.		Rural Municipality.		Rural and assisted.		Total.	
	Class-rooms open.	Pupils in these class-rooms.	Class-rooms open.	Pupils in these Class-rooms.	Class-rooms open.	Pupils in these class-rooms.	Class-rooms open.	Pupils in these class-rooms.	Class-rooms open.	Pupils in these class-rooms.
Less than 20			1	32	1	14	1	16	3	62
20-39			1	26	1	25			2	51
40-59			4	119	3	56	2	27	9	202
60-79			4	139	2	39	5	78	11	256
80-99	1	18	21	751	14	478	6	96	44	1,343
100-119	1	25	7	262	2	62	17	271	27	620
120-139	8	159	74	3,046	37	1,174	31	724	150	5,103
140-159	91	2,748	282	10,736	120	4,008	123	2,799	616	20,311
160-179	94	2,812	480	19,681	328	11,706	260	6,145	1,162	40,344
180-199	2	44	7	278	14	307	175	3,085	198	3,714
200 and over										
	197	5,806	881	35,090	522	17,869	620	13,241	2,220	72,006
										594
										17,689

A table corresponding somewhat to table 11 has been collected for Nova Scotia, New Brunswick, Prince Edward Island, and Alberta for a number of years. The historical table given below for Alberta (table 14) should be interesting in view of what has already been said of short time or summer schools and new school districts. This should be borne in mind when comparing the school accommodation of the rapidly growing Prairie Provinces with those of the eastern provinces. In fact all educational figures for these provinces should be considered in connection with table 4, which shows the rapid growth in population. Consideration should also be given to the severe winter climate and the fact that in Saskatchewan and Alberta the school year corresponds to the calendar year.

12.—Periods during which Classrooms were open in Nova Scotia, 1904-1919.

Year.	Number of Classrooms open.							Average days open.
	Less than 50 days.	50 to 99 days.	100 to 149 days.	150 to 199 days.	200 to 204 days.	205 days and over.	Total.	
1904	13	42	118	333	1,178	647	2,331	197.9
1905	12	43	120	379	1,273	602	2,429	197.7
1906	10	33	115	387	1,142	759	2,446	197.4
1907	18	38	99	592	964	754	2,465	193.3
1908	18	47	116	334	1,199	802	2,516	199.5
1909	28	39	89	1,133	517	772	2,577	189.6
1910	11	46	127	1,125	383	887	2,579	187.6
1911	24	59	128	1,053	585	790	2,639	189.9
1912	12	58	109	850	672	961	2,662	190.7
1913	10	48	79	884	848	823	2,692	197.1
1914	9	46	82	977	805	805	2,724	190.4
1915	5	28	64	645	1,066	987	2,795	196.2
1916	6	47	47	810	1,207	720	2,837	195.3
1917	7	23	65	784	1,195	782	2,856	195.8
1918	13	49	124	1,213	755	705	2,859	189.9
1919	11	60	160	1,899	357	325	2,812	181

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13.—Periods during which Schools were open in Saskatchewan, 1904-12.

Year.	Number of School Districts in operation.						Total.
	Less 20 days.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	Over 200 days.	
1904 and 1905.....		27	98	239	220	340	924
1906.....		29	98	275	190	281	873
1907.....	4	28	152	348	281	288	1,101
1908.....	3	29	167	427	360	424	1,410
1909.....	5	25	178	483	463	537	1,691
1910.....	5	33	179	566	576	553	1,912
1911.....	5	36	195	673	635	566	2,110
1912.....	7	41	193	691	839	565	2,336

14.—Periods during which schools (not classrooms) were open in Alberta, 1905-1919.

Year.	Number of Schools open.							Average days schools open.
	Less than 20 days.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	200 and over	Total.	
1905.....		12	56	90	125	193	476	174-33
1906.....		16	66	125	144	219	570	183-20
1907.....		18	80	182	186	228	694	159-60
1908.....		25	89	190	242	273	819	160-03
1909.....		18	137	235	280	300	970	163-23
1910.....	6	35	151	277	313	413	1,195	158-28
1911.....	4	38	161	350	431	408	1,392	157-05
1912.....	10	56	202	396	543	393	1,600	156-51
1913.....	6	46	208	404	633	408	1,705	158-59
1914.....	5	41	224	472	753	532	2,027	167-65
1915.....	1	46	202	441	884	564	2,138	172-68
1916.....	6		213	401	976	574	2,170	167-11
1917.....	2	185	177	425	1,211	471	2,471	167-55
1918.....							2,766	154-18

PART III.—DISTRIBUTION OF PUPILS BY GRADES.

The "grade" in which a pupil is enrolled is the ordinary statistical unit of measurement of the degree of advancement a pupil has reached. Now the term "grade" is not used in all the provinces and does not mean exactly the same in the provinces in which it is used. The city schools of Prince Edward Island and some of the city schools of Ontario and the whole provinces of New Brunswick, Manitoba, Saskatchewan and Alberta have the elementary school work divided into eight grades, called grade I, grade II, and so on up to grade VIII. Some pupils at the age of 5 or under begin school in the kindergarten class. This class does not strictly belong to any grade, but most of the provinces fail to give separate figures for the kindergarten classes and include them with those of grade I which is the first grade of school life. This helps to swell up the already abnormal proportions in this grade. After a year of successful work the pupil is supposed to pass into grade II, after another successful year into grade III and so on.

The task of grading for the first eight years falls to the teacher or principal of the school, subject to the sanction of the inspector. It is usually done after the first or second grade by means of written examinations. These examinations are supplemented by the teacher's impressions based on personal knowledge of the work, attainments and capacity of the child.

In graded schools there is a tendency to hold the child in the same grade throughout the year, while in rural ungraded schools the tendency is to allow the child to advance as rapidly as his capabilities permit.

After completion of the elementary school work in grades I—VIII the pupil proceeds to grade IX which is the first year of secondary or high school work. In the Prairie Provinces a Government examination is given to the pupils who have completed the work of grade VIII and only those who pass this examination are allowed to proceed to the work of grade IX. In these provinces there is a tendency to consider grade VII as the real land mark or end of elementary work, grade VIII being a transitional or intermediate stage which may be considered elementary or secondary according to the institution in which it is taken up. Thus in Saskatchewan, grade VIII work is done in the collegiate institutes and when done there, secondary school subjects such as Algebra and Latin are studied in this grade. When the work of grade VIII is done in smaller institutions it is an elementary grade proper. The same is true in New Brunswick where a pupil above grade VII may be considered a "superior school" pupil and where Latin, French and Algebra are taken in grade VIII. Special grants are given in Alberta for schools teaching work above grade VII, thus marking this grade as a terminal one for elementary school work.

In Nova Scotia where Latin and Algebra may be taken in grade VIII, there is no break between the elementary and secondary school grades, and there is no compulsory government examination for admission to grade IX or secondary work. But even in this province, there are voluntary examinations, especially for admission to county academies, and it is usually considered desirable by the parents that their children write and pass these examinations.

In all the provinces except Quebec, the pupils, after they have entered on their high school studies, write government examinations at the end of each year for admission to the next higher grade. In Nova Scotia these examinations also are voluntary; that is, it is within the power of the principal to promote the pupils in the high school grades as well as in the elementary grades, and a pupil who has failed in grade IX, say, is not thus prevented from writing on grade X. At the same time even the pupils themselves as well as their parents consider it desirable to know how they rank with the other pupils of the province and write on these examinations. In 1919 over 6,000 of the 9,000

high school pupils wrote on these voluntary examinations. In the other provinces there is a growing tendency to allow the principal and staff of a secondary school of accredited standing to promote the pupils without writing the government examination. In these provinces such pupils are promoted in reality; that is, a pupil who is promoted from grade IX to X upon the recommendation of his principal is considered as having passed in grade IX, while in Nova Scotia there is no official recognition of his having passed in any grade until he has done so through the medium of the Government examination. For example, a pupil who has not written and passed the grade X examination is not permitted to teach or to enter normal school on his academic standing. He has to show a Government certificate that he has passed grade X. The great merit of this system is that it does not retard promotion while it keeps up a uniform standard. A boy or girl who is desirous of a good general education can go right on, if he shows satisfactory progress in general subjects, even if he is weak in one or two subjects, until he comes to the end of high school work, but if he wishes to be given official recognition of his standing he must pass an official examination. In other provinces if he is weak in one or two subjects and passes sufficiently high in the rest he is conditioned, that is, allowed to go on with the next higher grade, but he must pass supplementary examinations before writing on this higher examination.

In the provinces other than those mentioned, the steps in school work are not called grades. In Quebec the Roman Catholic schools divide the work into three stages, elementary, model and academy. Each of these is subdivided into "years" which strangely enough do not correspond to the ordinary meaning of the word nor do they indicate any actual average period of time. The elementary division is subdivided into four "years," the model into two "years," and the academy into two "years." The four "years" of elementary work as may be seen by consulting the summary of the course of studies facing page 46 would cover the work of about six grades in the other provinces and would require about six actual years. The two model "years" would correspond to grades VII and VIII and take roughly two years to complete, while the academy years correspond to either grades IX and X or IX to XI and take from two to three years to complete.

In the Protestant schools of Quebec the work is also divided into three stages, elementary, model and academy. These stages are also subdivided into "years," but the years correspond very closely to the grades already described. The elementary course covers "years" 1 to 7; the model "years" 8 to 10, and the academy "year" 11. Years 9 to 11 correspond very closely to grades IX to XI; how closely, may be gathered from the fact that a pass in the work of the eleventh year will admit a pupil to full matriculation standing in McGill University, providing he has taken the necessary ancient and modern languages, while a pass in grade XI in the five provinces mentioned ("third year high school" in Saskatchewan) would entitle a student to the same privileges, provided he had taken the necessary foreign and ancient languages.

In Ontario the elementary school work is divided into "forms" which in graded schools are subdivided into parts which correspond to the grades. If they have not attended kindergarten or kindergarten primary, children begin school work in form I, the subdivisions of which into "primer and first book" correspond to grades I and II respectively; then form II or "second book," the sub-divisions of which into junior and senior correspond to grades III and IV; form III or "third book" in like manner to grades V and VI, and form IV or "fourth book" to grades VII and VIII. This marks the completion of the elementary (or "public school" as they call it) school work. On passing the senior fourth book work at a public examination they enter the "lower school" of the secondary schools or if they choose to do this work in the common schools they enter the fifth book. The junior and senior divisions of the lower school correspond to grades IX and X respectively, the middle school to grade XI and the

upper school to grade XII. It must be mentioned that these three "schools" are rarely completed in four years, but neither are the four years or grades of secondary work in the collegiate institutes of Saskatchewan or the other Prairie Provinces and for this reason: together with the ordinary work of these grades in the larger institutions, the pupils often take commercial work or matriculation, languages, etc., as well. Many students take grade IX and first year commercial, grade X and second commercial, grade XI, "teachers'" subjects and junior matriculation, grade XII, "teachers'" subjects and senior matriculation (which admits them to the second year of most universities). This amount of work requires exceptional ability to complete in four years. In rural schools and ordinary village graded schools, on the other hand, the bare compulsory subjects of the grade are usually taken and the work can be completed in four years.

In British Columbia the elementary school work is divided into three stages—junior, intermediate, and senior, and the high school work in like manner. The elementary work in British Columbia is not, however, so definitely divided into eight steps as in Ontario. The junior grade is divided into first primer, corresponding to grade I and second primer and first reader, corresponding to grade II, and the second reader, corresponding to grade III. The intermediate grade is the third reader and the senior grade is the fourth reader. These two are subdivided into four parts which cover the same ground as grades IV-VIII. The senior grade is supposed to be covered in two years, but it probably takes more time; while grades VI-VIII in the other provinces which are supposed to be covered in three years, are often covered in two. This is especially true in rural and village schools.

There is a great similarity (as will be seen in consulting the summary of the courses of study facing page 46) between grades VII and VIII in some provinces and in a large village school, where the principal teaches all the grades from, say, VII to XI, the pupils of VII and VIII are taught in one class. The good grade VII pupil at the end of the year is ready for the "entrance" examinations, so that while he was called grade VI during the previous year, he is now called grade VIII, the following year. This partly accounts for a larger number being found in grade VIII than in grade VII in the tables for Manitoba, Saskatchewan and Alberta (see p. 46).

The secondary grades in British Columbia are also divided into junior, intermediate and senior grades, the preliminary and advanced subdivisions of the junior grade corresponding to grades IX and X and the other two to grades XI and XII respectively.

What is meant by "grades" of school work ought to be clearly understood by this time, but as already mentioned, they do not necessarily mean exactly the same thing in each province, although their work takes approximately the same time to complete. Their contents differ in proportion to the diversity of aims in the different provinces. To enable the reader to compare these contents a summary of the courses of study is given in the folder facing page 46. It was deemed advisable not to include all the subjects of each grade, but to select what are the usual test subjects of the grade. The teacher who finds a pupil in grade I or II well up in reading, spelling and arithmetic will not hold him back from entering a higher grade if, for instance, he is weak in nature study. When he comes to grade V or VI greater emphasis is placed upon such subjects as History and Geography and so on up. In grade VIII special subjects such as Latin and Algebra are taught in some provinces. These, as already mentioned, are usually confined to pupils who are taking grade VIII in large or secondary institutions. These test subjects alone are given in the summary of studies. They should enable the reader to examine and compare the contents of the grades in each province after which examination the tables of distribution by grades can be more easily analyzed.

There can be little doubt that a table of distribution by grades is the best indicator available to statisticians of the progress of the pupils in a whole province, since, of course, it is out of the question to ascertain this by individual personal observation. The pupil who has passed through grade VIII has, in the opinion of his teacher, who should know him intimately, sufficient capability and energy to have progressed successfully through the elementary course of studies. The contents of that course will not show the full amount of his attainments—it will not adequately reveal the amount of training he has received and the benefits he has derived from the personal influence of his teacher, but it should approximately indicate the minimum amount of matter he is capable of absorbing or mastering. Such a table of distribution should be studied separately by elementary and secondary grades.

The secondary grades used to be the property or privilege of a class and not the privilege of the masses. The historical tables on pages 48 to 53 will indicate the extent to which this secondary work is passing from the control of the few and becoming common property. By consulting page 19 it will be seen that the highest proportion of pupils doing secondary work in Canada is about 9 per cent of the total enrolment. Great care must be exercised in analyzing this percentage. It does not mean that only 9 per cent of those who begin school go on to high school work. In the first place it must be remembered that the secondary grades occupy only four years out of the twelve years of school life. It would be nearer the mark to take the proportion between the average number in elementary grades and the average number in secondary grades. If the secondary grades are 9 per cent of the elementary grades the proportion who go on to high school work would seem to be 18 per cent. This estimate is somewhat better than the other, but it is far from adéquate, and less adequate in provinces where the school enrolment is rapidly increasing. At the time the present secondary grades were in elementary grades (roughly four years before) the school enrolment was smaller than it is at present. Again a large number of the secondary pupils fail on examinations and repeat their grade. A much better criterion of the proportion that should be in secondary grades will be suggested by the proportion that the actual population between 15 and 18 bears to that between 7 and 14. This reasoning has also its imperfections, as will be discussed presently. It is not far from the truth to say that where the number in secondary grades is 40 to 45 per cent of those in elementary grades, every survivor of those who entered grade I is doing secondary work. In other words, if a table of distribution by grades showed that 27 or 28 per cent of the total enrolment were in secondary grades, it would mean that the maximum possible number were enrolled in these grades; if the province showed over 9 per cent of the enrolment as in secondary grades it would mean that one-third or $33\frac{1}{3}$ per cent of the possible number were receiving some secondary training. In Nova Scotia (see page 61) it will be seen that about 12 per cent of the enrolment of girls are in secondary grades. This would mean that roughly 43 per cent of the possible number of girls in Nova Scotia go on to high school. These figures are illustrative rather than accurate. To arrive at the exact proportion is one of the very things we want and it would be absurd to assume our desideratum at the very beginning. This, however, is a rough estimate which should be of assistance in studying a table of distribution by grades. This proportion in Nova Scotia indicates clearly that secondary education is fast becoming the property of the average person. It will be seen more clearly if we study the historical tables on pages 48 to 64 and observe the growth of the proportion in secondary grades. Another point of interest in studying the statistics of secondary education is the fact that it is the education of adolescents who are no longer under compulsory regulations and whose attendance is voluntary and prompted rather by the eagerness of individuals to take advantage of opportunities than by the will of the State.

The distribution of elementary grades is a different matter. Here we find the enrolment of children who in every province save one are under compulsion to attend. The distribution in these grades (I-VIII) under perfect condition should correspond to the distribution of the children between 7 and 14 in the province, if we assume 7 (the usual commencing age) as the age of beginning school. A table of the distribution of the population of each province in Canada between the ages of 7 and 18 according to the Dominion Census of 1911 is given below.—

15.—Population between the ages of 7 and 18 by provinces (census of 1911).

Ages.	Canada.	Alberta	B.C.	Man.	N.B.	N.S.	Ont.	P.E.I.	Que.	Sask.	Yukon	N.W.T.
7	158,708	8,055	5,888	10,238	8,377	11,328	49,327	2,041	52,121	10,862	76	395
8	154,554	7,627	5,931	9,661	8,301	10,961	48,721	2,074	50,512	10,220	81	465
9	144,082	6,944	5,363	8,865	7,761	10,332	45,904	1,983	47,430	9,194	55	341
10	148,422	7,232	5,527	9,247	7,986	10,765	47,929	2,142	47,490	9,563	66	475
11	135,233	6,296	5,040	8,225	7,485	9,904	44,540	2,048	43,140	8,262	44	249
12	141,169	6,614	5,089	8,664	7,643	10,445	46,642	2,083	44,931	8,591	64	403
13	134,585	5,966	4,642	8,194	7,379	9,963	45,142	2,048	43,335	7,636	51	229
14	140,903	6,254	5,058	8,485	7,746	10,669	48,765	2,197	43,276	8,098	51	304
15	135,357	5,817	4,866	8,306	7,417	10,114	46,911	2,126	42,032	7,382	77	329
16	137,245	5,980	5,025	8,385	7,583	10,492	48,125	2,272	41,432	7,591	52	308
17	134,039	5,751	5,277	8,406	7,322	10,010	47,373	2,192	39,846	7,565	66	231
18	141,453	6,900	6,018	9,266	7,527	10,127	49,609	2,111	40,219	9,218	92	366
	1,705,750	79,436	63,724	105,942	92,437	125,110	468,998	25,317	535,764	104,162	775	4,095

If this table is examined it will be seen that the distribution at these ages in any one province does not differ very greatly from the average distribution in Canada as a whole. Taking the age of 11 for example, it is seen that at this age the children form almost 8 per cent of the total between 7 and 14 in Canada as a whole. It will be noted that in each of the provinces the variation from this proportion is never as great as 1 per cent either way. It is different, of course, in the case of the district and territory where the population is mainly adult. Now if a similar table were given for each census year back to 1871, it would be seen that the variation from this distribution has not varied very greatly—not more for any one age than 2 per cent of the total, so that it is safe to say that this is very close to the distribution at present. Now under perfectly enforced compulsory regulations this should be the distribution of pupils by ages between 7 and 14 in school at present. If the regulations had been long enough in force and there were no immigration of illiterate foreigners who begin school later than the compulsory age—that is, if every child were compelled to begin school at 7 and compelled to attend regularly until he was 14, this would be the present distribution or very near the distribution by grade, between I and VIII, with the following four disturbing factors only:—

- (1) Some would begin school at the age of 5 or 6 and—in the case of the secondary grades—others would continue at school over the age of 18. If those who begin school at 5 or 6 were compelled to attend regularly, the proportions in the grades would not be greatly changed.
- (2) A small proportion of the pupils would be mentally or physically incapable of keeping up with the work of the grade.
- (3) A considerable number would have passed into the high school grades before the age of 14.
- (4) The fourth disturbing element is a very peculiar phenomenon. If the table is examined it will be noticed that after the age of 9 there are more at the even ages than at the odd. This has already been remarked in Bulletin XVIII of the census of 1911. It seems that parents or the children themselves give their ages to the census enumerator in round numbers. On the other hand the teacher is likely to ascertain the exact age, so that there would be a difference between the distribution of the enrolment by grade and that of the above age table even under perfect school conditions. There would likely be more instead of less at 9 than at 10, and a slight decrease at each successive age.

Another method of estimating an ideal distribution would be as follows. Supposing the province of Manitoba, for instance, had started out in 1907 with a school population of 1,000 at the age of 7 and none over or under and supposing no immigrants over the age of 7 were admitted into the schools. In this province the population at the age of 7 increased 31 per cent between 1911 and 1916 or at the compound rate of 5·6 per cent per annum. Let us assume the death rate of children between 7 and 18 to be 0·5 per cent a year (which is not far off the mark). Now in 1908 this 1,000 would be decreased to 995 and would form grade II, always supposing no one had to repeat the grade, while the new Grade I of 1909 would be 1,056. If we continue this process until 1918, we should find the pupils in the grades distributed as follows: Grade I, 1,929; II, 1,818; III, 1,712; IV, 1,613; V, 1,520; VI, 1,431; VII, 1,348; VIII, 1,270; IX, 1,196; X, 1,127; XI, 1,061; XII, 996, with a total enrolment of 17,023. The percentage of the total in each grade would be: Grade I, 11·20 per cent; II, 10·65; III, 10·06; IV, 9·40; V, 8·90; VI, 8·40; VII, 7·90; VIII, 7·45; IX, 7·00; X, 6·60; XI, 6·20; XII, 5·84. Now we know that such a distribution is impossible for one reason only, that immigrants between the ages of 7 and 18 come into our schools at all stages of training. Those from the British Isles, United States and other provinces in Canada are generally ready for the grade corresponding to their age, but those from the more illiterate parts of Europe come into the earlier grades. The illiterate foreigners would have a tendency to make the earlier grades larger than they should be, while the more advanced immigrants would have a tendency to swell out the later grades. The ideal is, however, mentioned to facilitate a study of the causes of departure from this ideal. The curve of this ideal distribution is given below together with the curve of the actual distribution of school enrolment in Manitoba in 1918 and also the distribution by ages actually at school in 1918. Manitoba is here selected as being the only province giving the enrolment by separate ages in 1918. In this diagram it is more than likely that where the column of actual ages is greater than that of the ideal grade, the difference between the two represents immigration plus a certain amount of retardation, and that the difference between the column of actual ages and actual grades represents pure retardation, while the difference between the column of actual ages in the later grades and the ideal grades represents retardation plus dropping out of school.

A table of distribution by grades is, therefore, a very complex one. In studying it, let us remember what actually happens in the history of a school. In a new province especially, when a new district is formed, a considerable number of the children have been a few years without school advantages and begin in grade I at all ages from 5 to 11 or over, while the other grades also have several pupils over age. Grade I will naturally be far the largest. In such a school there is a disproportion between the actual distribution of ages and grades corresponding to these ages which should gradually correct itself as the school becomes older and because older children are likely to advance more rapidly than the younger ones. At the same time, new schools are always opening, and this fact disturbs the appearance of any table of distribution that is given for any province, until that province is fully settled. For this reason a table of distribution in a very old province with a good school system of 40 years' standing should come much closer to the ideal than that in a new province. In the next place, as already mentioned, immigrants come in from year to year; those from less developed countries being in grade I or grade II; others in decreasing numbers, being in a grade more closely corresponding to their age. This again helps to swell up the earlier grades. In the next place children of 5 and 6 begin as soon as winter breaks up and two or three months before the close of the school year. These learn but little before the summer vacation, and the average child retains very little of what he has learned until the beginning of the school year in the fall. Then he comes back into grade I together with a new crop of beginners. When winter comes these young children are

IDEAL AND ACTUAL DISTRIBUTION OF PUPILS IN MANITOBA SCHOOLS

Percent of total enrollment in each grade and at each age.

Ideal distribution by grades under Manitoba conditions of 1911/16 allowing only for yearly increase of 0.5 p.c. per annum.

Actual distribution by ages, 7-18.

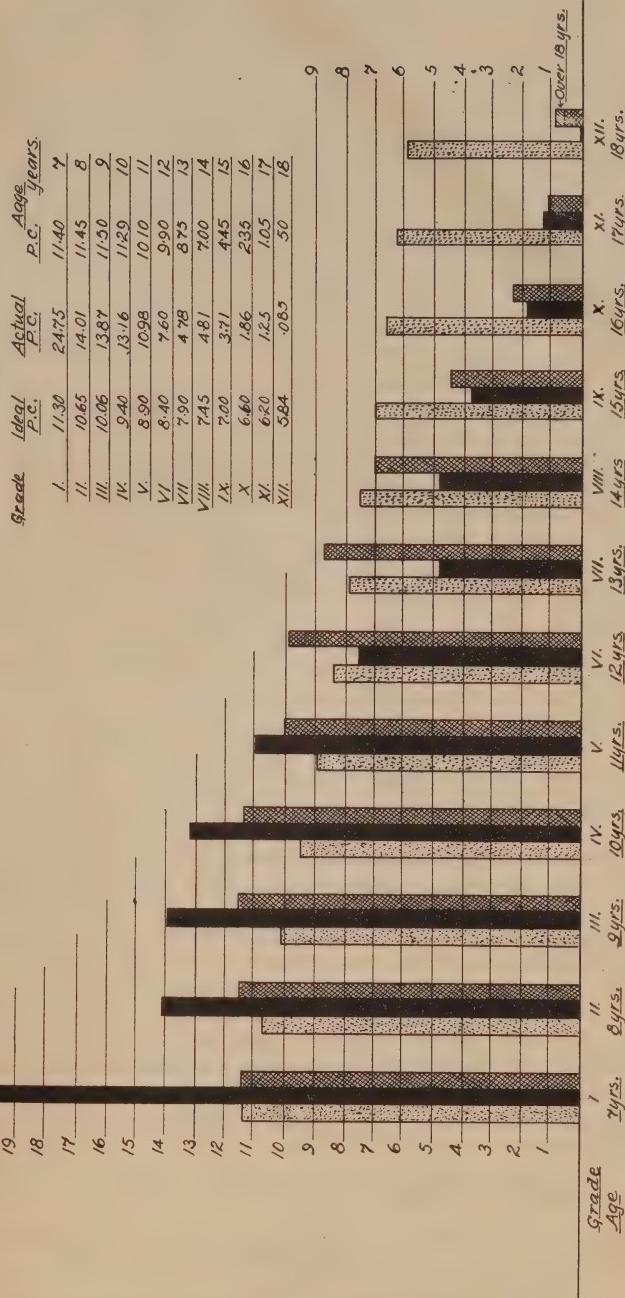
← 5 and 6 yrs.

— Ideal distribution by grades and mortality at school age of 0.5 p.c. per annum.

— Actual distribution by grades.

— Distribution by ages, 7-18.

Distribution of Pupils by Grades and Ages in Manitoba for the year 1912.



likely to drop out until the spring and then they come back again into grade together with another new crop. In this way we have three crops in Grade and the chances are strong that the young children who commenced in the previous spring have not been long enough in school to complete the work of the Grade by the end of the year and are again enrolled in Grade I at the beginning of next year. We have thus from two to three years represented in this Grade I, although it is really the work of only one year. If the average child of 7 were compelled to begin in the fall and continue through the winter the chances are that he would spend only one year in the grade. It is to be expected, then, that Grade I should be much larger than any other Grade.

In the next place a number of children who have actually passed into grade II or III are irregular in their attendance, either through illness or carelessness on the part of the parents, while some drop out for a year or more and come back into the same grade a year older than they should be. This feature of irregular attendance may be seen by reference to page 24 and by the fact that in a certain province in the course of 12 years the average pupil attended less than 5 school years in rural schools and less than 6 in the whole province. Now it is very difficult to do 12 years' work in less than five years. When this irregular child comes to the end of the school year he finds he is unable to proceed to the next higher grade at the beginning of the next year. This partly explains why sometimes grade III for instance is larger than grade II. Those of grade III are repeating their year and with the new crop swell up this grade to more than its proper proportion. In consequence of this irregular attendance and repetition, when the pupils come to the end of grade IV a great many of them have probably spent parts of six years at school. If they were 7 or 8 or over when they began school they would be 13 or 14 or over before they reached grade IV or V. They are now able to go to work and their progress in school has not been such as to induce them to stay. Accordingly they drop out and go to work. We thus see why in tables 18 to 36 the great majority of the school enrolment are in grades I-IV.

On again consulting the courses of studies facing page 46 it will be seen how far these pupils in grades I-IV have advanced in this time. They have no more than a mere smattering of any subject. Any one who has taught a class of adults in arithmetic, say, will bear witness to the small amount retained by those who in their school days had gone no farther than grade IV. They just covered the four simple rules and a smattering of fractions, but had not time to apply their knowledge to practical problems, thus being deprived of the practice by which alone knowledge of the fundamental rules is retained. A large proportion of school children drop out at a stage very little better than total illiteracy. The rest who have passed beyond this dead line are very likely to go on. That this is so, will be seen by the respectable and ever increasing proportion the four secondary grades bear to grades V-VIII, in spite of the fact that each of the secondary grades is a unit in itself, that it is subject to the elimination affected by government examinations and by the fact that pupils in these grades are at an age when it is necessary for a large number to begin earning their living, while pupils within grades V-VIII are normally of the age of compulsory attendance.

The main causes of the disproportion in the distribution by grades may be summarized as follows:—

- (1) The number of pupils who are late in beginning school.
- (2) The number of small children who commence before 6 or 7 and discontinue during the winter.
- (3) The number of pupils of foreign birth who come in to the lower grade at an advanced age.
- (4) The irregularity in attendance through which pupils are not able to do the work of a grade in one year.
- (5) Repetition in the grade through the last cause and other causes.
- (6) The overcrowding of classrooms, especially in the lower grades.

These are the main causes. Five other causes will now be given which will be more obvious to the casual observer of the following tables than any other, but which, there is reason to believe, are the least important disturbing factors. It is necessary to discuss these in full, or at least to analyze them and examine them in order to correct erroneous impressions.

- (7) Inefficiency (including inexperience) on the part of the teacher.
- (8) A different interpretation of what constitutes a "grade" by different teachers; in other words inequalities in the grading.
- (9) Defects in the grading system and courses of studies, including variability in the time really necessary to complete the work of a grade.
- (10) The mentality of the pupil, including the question as to whether there is a large proportion of pupils who through mental or physical backwardness can not keep up with the work of the class.
- (11) Early school leaving age.

These five points will now be considered in detail in the order given.

(1) *Inefficiency on the part of the teacher.*—There is no doubt that inefficiency on the part of the teacher will have more than anything else to do with want of real progress on the part of the pupil, but it is a question whether this want of progress will be in a form that will lend itself to statistical measurement or that it will be revealed in statistical tables. A grossly inefficient teacher, no doubt, will be unable to handle the situation at all and will not bring the pupils along to the point at which they will pass a grade, but there are not many such teachers. If the inefficiency of the teachers were a very important factor in disturbing the distribution of the pupils throughout the grades it ought to be clearly revealed in comparative tables for the same provinces, that is, under exactly the same grading system. It ought, for example, to be revealed in a table for a part of the province where there was a large proportion of third class or permit teachers of short experience as compared with a part having a large proportion of graded schools which would necessarily have teachers with better training and longer experience. But the difference in the distribution would have to be very strong to prove the case against the teacher, for the fact of regular attendance is working strongly in favour of graded schools. In Alberta (see page 64) we find that in twelve years the graded school pupils attended on an average 3 years more than the ungraded. By consulting tables for graded and ungraded schools we find the distribution in the graded schools much better, but in the western provinces we cannot say that the teacher in the graded school is much better qualified than in the ungraded. That this is so can be seen by consulting the tables for teachers on pages 75 and 78. It will be seen that there is a comparatively small proportion of low class teachers in either, and any small superiority of the graded schools in respect to teachers would be balanced by the fact that the schools in the country are smaller and the pupils are not held a whole year in one grade. On the other hand the percentage of attendance or the number of days attended during the year would easily explain the superiority on point of distribution. Take for example two portions of Nova Scotia, Halifax city and Annapolis County. In Halifax city the schools are all graded, the percentage of teachers over third class (class C) is 71.5 and all except 27 per cent of the teachers have more than 5 years experience. In Annapolis County the percentage of pupils in graded schools is 41.8, the percentage of third class teachers is 63 and only 26 per cent of the teachers have more than 5 years experience while 37 per cent have one year or less. Now compare the distribution of pupils from the actual numbers and from the percentage in each grade.

—	Grade 1	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Numbers—												
Halifax city...	2,635	1,115	1,143	1,130	1,216	890	661	521	346	197	136	5
Annapolis county	895	382	387	340	429	328	283	245	285	167	109	
Percentages—												
Halifax city...	25.9	10.9	11.1	11.0	11.8	8.6	6.4	5.1	3.4	1.9	1.2	0.
Annapolis county	23.2	9.9	10.0	8.9	11.1	8.5	7.4	6.1	7.4	4.3	2.8	0.

The above distribution is fairly typical of the distribution in the city and county from year to year. It is to be noticed that the distribution in Annapolis instead of being worse is better than that of Halifax; true, the percentages in the grades in the city are somewhat more smooth and regular than in county and thus probably show the earmarks of the graded schools. The sudden rise in grade V in the county is probably due to changes in teachers and especially to the increase in graded schools and the consequent regrading of pupils. It would seem, however, that the proportion in the higher grades as compared with the lower is a better index of progress than the smoothness or regularity of the distribution. It will be seen that in grades I-IV Halifax has 59 per cent and Annapolis 52.0 while in grades V-VIII, the city has 31.9 and the county 33.1 and in grades IX-XII the city has only 7 per cent to the county's 14.6 per cent. This smaller proportion in the upper grades cannot surely be attributed to an inferiority in the teaching in the city schools. Again it must be pointed out that there is no intention here to underestimate the importance of good teaching; what is meant is that the results of good teaching are subtle and fundamental and consequently are masked by coarser and more superficial factors in such statistical tables as have been hitherto available. To measure the more subtle factors, finer tables will have to be devised. If one were to examine personally the classes of excellent teachers and those of poor teachers, one would readily see the difference—the former would be of a higher standard and in addition they would show the results of a training that cannot be laid out in a course of studies. But so far as the distribution into grades was concerned, the excellent teacher might have a higher standard of promotion while the poor teacher, content with merely getting the pupils over the course, might be able to pass each pupil into a higher grade at the end of the year. In common phraseology, the excellent teacher would have "honour" pupils, the poor teachers "pass" pupils, but their distribution into grades would have very nearly the same appearance on a statistical table. No doubt "honour" pupils would show better statistical results the next year, and still better the year after, but it is a question whether any great difference would be clearly manifest until the entrance examination at the end of grade VIII and then it would be too late to trace them back to their cause. Where the excellent teacher will have a direct and immediate influence on statistical tables is in his or her ability to handle mentally backward pupils; but they, as we shall see later, do not exist in sufficient numbers to bulk largely in the statistics of a whole province.

(2) *A different interpretation by different teachers as to what constitutes a grade.*—By this is meant that teachers in rural districts, especially if they are inexperienced, will not clearly understand the course of studies and will place a wrong interpretation on the work of a grade, so that a grade in one school will not be comparable with the corresponding grade in another. Again, in the lower grades especially, teachers in rural schools promote pupils on their standing in test subjects. One teacher will emphasize reading, another arithmetic, another both. That is, at the end of a year a pupil will be promoted from grade I into grade II on the strength of his reading even if he is weak in arithmetic. Another teacher will cover the arithmetic (or a smattering of it) of two or three years and still place the pupil in grade I because he is not up in

his reading. This is of very common occurrence in rural schools and is intensified by the fact that two or more grades are combined in one class in these rural miscellaneous schools, to make it possible for the teacher to give each pupil the necessary amount of time. Now if this affects the distribution of pupils by grades very seriously it ought to be revealed very clearly in comparative tables for rural and graded schools, but it would be revealed in a characteristic manner. It would not be shown by a sudden drop in the higher grades, but in irregular distribution throughout the lower grades. Thus grade III might be larger than grade II, grade V than grade IV and so on. Whether such symptoms are shown can be seen on consulting tables 47 to 52 for Saskatchewan and, Alberta, where we have separate statistics given for rural and graded schools. It is a question, however, whether any irregularity shown is due to the cause mentioned, or to retardation or actual repetition of the grade by backward or irregular pupils.

(3) *Defects in the grading system.*—The ordinary observer will say that the reason a pupil will not pass a grade in a year is that it is too difficult, or that one grade requires more than one year's work and another less. Now these are points that are very difficult to settle. A consistent piling up in one particular grade from year to year and a drop on either side of it ought to be a sign that that grade is more difficult than the others. The tables of grades may be studied for such symptoms, with this caution: indefiniteness in grading as already explained and other factors may contribute to this piling up. The best way to settle the point is to see whether there is any county or part of any province where the distribution of the pupils comes near to the ideal—that is, where the pupils manifestly pass regularly through the grade from year to year without interruption. If such can be found for whole counties it will be a certain sign that the pupils are not a selection mentally; that is, it will be clear that the pupils of a whole county are not all geniuses while the pupils of another county are all dunces. If the pupils of one county pass from grade to grade regularly, it is a certain indication that there can be very little wrong with the grading system of the province, even though the distribution in the whole province may be far from ideal. We are fortunate in being able to find such in the counties of Colchester, Hants, Kings and Pictou in Nova Scotia. The distribution in 1919 of the girls in these four counties in actual numbers and also in percentages of the total of grades I-VIII are given side by side with the distribution, in the same grades and under identically the same system, of the boys in Richmond, the county in Nova Scotia which shows the poorest distribution. Grades IX-XII have not been included because in these grades there are many pupils from other counties attending the county academies. This would be especially true of Pictou Academy.

46.—Distribution of Girls in Grades I-VIII in Colchester, Hants, Kings and Pictou Counties, N.S., 1919, compared with the distribution of Boys in Richmond County, N.S., 1919.

	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Total.
Girls in Colchester, etc.....	2,366	1,070	1,054	1,057	1,053	946	889	841	9,276
Boys in Richmond.....	539	167	120	119	93	101	65	51	1,255

THE SAME FIGURES EXPRESSED AS PERCENTAGES OF THE TOTAL IN I-VIII.

Girls in Colchester, etc.....	25.5	11.5	11.4	11.4	11.4	10.2	9.6	9.1	100
Boys in Richmond.....	42.9	13.3	9.6	9.5	7.4	8.01	5.2	4.0	100

This distribution of the girls in the four best counties of Nova Scotia is really remarkable. The regularity should be noted and also the small differences between the percentage proportions in Grade VIII and II. Now grade VIII

of 1919 contain the survivors of the 1,115 girls in grade II of 1913. As the school enrolment has increased since 1913, and as grade VIII of 1919 would naturally be decreased by a mortality of about 0.5 per cent per year, it is clear that grade VIII of 1919 has about 84 p.c. of the possible number of girls, which is as nearly perfect as human traits admit when spread over the period of seven years. This is certain proof that the grading in Nova Scotia is not too difficult. To compare with the distribution of the girls in the four best counties we have given the figures of the worst county distribution of boys in the province. No one will think of contending that there is any selection of mentality in either distribution. True, the distribution of the girls is usually better than that of the boys. There are many reasons for this, and one may be that girls develop earlier than boys; that is, a girl of 10 is probably older mentally than a boy of 10. When both come to the age of 14, however, the boys are more likely to drop out than the girls, so that the girls have the double advantage of earlier development and a longer period at school. At the same time this has nothing to do with native mentality nor is it any argument in favour of the contention that some grades are too difficult. The distribution of the boys in the four counties, Colchester, etc., will now be given side by side with that of the girls in Richmond county.

17.—Distribution of Boys in Grades I-VIII in Colchester, Hants, Kings and Pictou Counties, N.S., compared with distribution of Girls in Richmond County, N.S., 1919.

	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Total.
Numbers—									
Boys, Colchester, etc.	2,695	1,209	1,232	1,131	1,161	999	730	619	9,756
Girls, Richmond	468	128	123	97	129	82	73	56	1,156
Percentages—									
Boys, Colchester, etc.	27.6	12.4	12.6	11.6	11.9	10.2	7.6	6.3	100
Girls, Richmond	40.5	11.1	10.8	8.4	11.1	7.1	6.3	4.9	100

It is to be noticed that the divergency between the two groups is not so strongly marked as in the other case, but still sufficiently strongly marked to suggest that it is not sex or mentality or unfairness in the grading system, but opportunity that is the chief cause of poor distribution. It is suggested here that a study of the distribution in the whole province from year to year under the same grading systems (with slight changes in 1904 and 1912) as given on pages 49, 50, 54 and 60 would prove interesting.

(4) *Early school leaving.*—It is quite true, of course, that early school leaving is a strong reason why the numbers in the upper grades are comparatively small. Below are given the percentages in grades VI-VIII for eight years in two counties in Nova Scotia. The age of school enrolment in this province is not given by individual years, but by three groups, "under 5 years," "from 5 to 15," and "over 15 years." Pupils over 15 years should have passed beyond grade VIII, but there is no doubt that the county which has the larger proportion at school over 15 has also a larger proportion at 13 and 14 (the ages at which the serious dropping out usually begins). It will be noticed that in every year except one the county with the older children has the greater proportion in the upper grades.

Year.	Annapolis.		Richmond.	
	p.c. VI-VIII.	p.c. over 15.	p.c. VI-VIII.	p.c. over 15.
1912	23.82	11.74	15.90	8.35
1913	22.78	5.81	16.80	6.48
1914	23.10	11.67	16.66	6.25
1915	23.38	10.83	17.84	5.81
1916	23.17	11.03	17.47	7.04
1917	23.93	9.71	17.46	6.24
1918	22.53	10.19	17.21	5.41
1919	22.21	10.91	17.50	5.17

The question is, however—a very important question—which is cause and which effect in this case. Does the county make a poorer showing because its pupils drop out early, or do they drop out early because when they come to the age of 13 or 14 they are in low grades? In either case, this is not at all a necessary factor in disturbing a table of distribution of enrolment. By consulting diagram it will be seen that there are enough and more than enough up to the age of 13 to fulfil the conditions of ideal grading. If all the pupils in school at the age of 14 plus the number at 12 and 13 who began school at 5 and 6 were up to grade, there would be sufficient in grade VIII to meet ideal requirements. Where dropping out of school has a bearing on grade distribution, it is due to the fact that the pupils who drop out at 13 and 14 were either late in commencing school, or irregular in attendance while at school and by the time they have come to this age they are still in grade IV or V (See the proportions in grades I-IV over the age of 12 in tables 37 to 39). The younger pupils in these grades will probably keep on, but the older-pupils are very likely to drop out.

At the foot of table 23 is given the average age of each grade. It will be noticed that between grades II and V there is a greater interval of time than between VI and IX. At first sight it would appear that this is because the latter group of grades requires a shorter time, but a close study of the three tables of age and grade will point to the suggestion that it is due, at least in part, to the dropping out of older pupils in grades IV and V, leaving the younger ones or the pupils who have commenced at a normal age and made normal progress to go on with the higher grades. To illustrate by an extreme but possible case, suppose there were 1,000 at an average age of 11 in grade V and 1,000 at the age of 14 also in grade V. The average age in grade V would thus be $12\frac{1}{2}$ years. Suppose the 1,000 at the age of 14 dropped out at this grade and the 1,000 at the age of 11 went on a year later to grade VI, the average age of grade VI would be 12—a half year younger than that of grade V. All the known facts, therefore, seem to point out that dropping out of pupils does not occur at a sufficiently early age to prevent them from completing the elementary grades supposing they had begun school on time and attended regularly while there. The serious fact is, not that they drop out of school at 13, but that they have spent only two or three actual school years there before coming to this age.

(5) *The mentality of the pupil.*—The general impression is that the reason a pupil is retarded is because he is mentally backward; that if a pupil has to repeat a grade it is because he lacks ability to do the work of that grade in one year. No one doubts that there are mentally backward pupils, but that the proportion of these to the total is great enough to affect the appearance of a table of distribution by grade is open to question. The other factors that enter into the retardation of pupils have already been enumerated and they are so numerous and so powerful that it is to be expected that mental backwardness will prove but a very small factor and will affect but a small proportion of school children. The consideration of the attainments of girls and boys, of pupils in graded schools and ungraded schools, of communities showing regular attendance and irregular attendance, and other factors does not, at the same time admit of a separate analysis according to mental or physical defects or the absence of such. The mentally or physically defective pupil receives more and more attention through medical and dental inspection of schools and statistics of the results of each inspection would be very useful. It is to be regretted that such statistics as can be obtained are very meagre. Such as they are, are given on pages 105-110, and represent sample cases rather than whole provinces. They will, however, indicate probable proportions.

The proportion of pupils who are too backward mentally to take advantage of ordinary class work has not been ascertained as yet, but approximations and tendencies can be discussed. It is well known to scientists that human traits are distributed according to certain well-defined types of distribution. If for instance, a thousand trained persons were shooting at the same mark, the

majority of shots would range themselves around a certain point in the vicinity of the bull's-eye, while an ever decreasing number would be arranged farther and farther away from the bull's-eye, but—and this is the important point—about the same number on one side of it as on the other. It is acknowledged that it is the same with mental traits. Under the same conditions the same number will be above the attainments of the "average person" as below them; that is, curves of such traits would take the form of what is known as the probability curve or the normal curve of errors. The chances are that if a class or group of say 2,250 in the same grade had begun together and attended with the same regularity for one year, there would be found 3 mentally deficient who could make no progress at all; 45 who were decidedly too weak to keep pace with the work of the grade and who without doubt would have to remain in the grade for another year or longer; 375 who were doubtful cases; that is, the teacher would have difficulty in deciding whether to promote them at the end of the year or require them to repeat the grade for another year, and his or her action would be decided by the adequacy of accommodation in the classrooms; 1,300 would without doubt pass on to the next grade at the end of the year; 375 would be doubtful on the other side; the teacher would have had difficulty during the school year in deciding whether or not to hold them back the whole year in the same grade and his or her action would depend upon circumstances; 45 would without doubt have covered two grades in the year while 3 would be "geniuses" as far ahead of the average as the mentally deficient were behind it and probably as little benefited by the ordinary school curriculum. These figures must not be considered as definite—they are used merely to show relative tendencies. The fact itself has been made a subject of close study by great educationists among whom may be mentioned Professor Sargent of London University, one time Educational Advisor to Lord Milner.

It may be interesting to give two illustrations of this tendency from actual conditions in Canada, one from the distribution of examination credits in composition and Rhetoric in grade IX in Manitoba in 1905; the others from an analysis of retardation in Alberta in 1915.

(1) *Distribution of high school examination marks in Composition and Rhetoric, grade IX, Manitoba, 1905.*—From some hundred different tables and curves of examination results compiled, this one on Composition and Rhetoric has been selected, not because it shows the best distribution—several others show as good—but because the nature of the subject admits of better examination results than any other. That is, it is a subject that admits of all degrees of perfection. It has not the fault of many papers in being too difficult to be attempted by some and too easy to show the real standing of others. Composition, one would expect, is a subject on which the largest proportion of candidates would make the average mark and a decreasing number would vary above or below this mark. The same high school examination papers are set for all the pupils in the province who are in that grade; they are examined or "read" by high school teachers and intermediate school principals of accredited standing, who meet in Winnipeg for this purpose in July. A paper on composition, for example, is read by a group selected by the presiding examiner for this purpose, a chairman being placed at the head of each group. The group first of all discuss the paper set, decide upon what constitutes a satisfactory answer to a set question and the value to be attached to a perfect answer to each question. After this discussion which may take two days, the chairman takes at random a candidate's paper and reads it aloud, one answer at a time. Each examiner evaluates it independently in terms of the percentage of a perfectly satisfactory answer. After the first paper is thus finished, the examiners compare their results and often average them. A typical actual case may be here cited. At a centre in another province than Manitoba the first paper was thus read and evaluated by the group, on averaging the different values attached to the answer the average came to 70 per cent, the highest value given was 72, the lowest

68---a range of 4 in a group of about 20. In spite of this satisfactory result another and another paper was read and compared and the range was thus reduced and a larger majority of the group was ranged around the average. This would seem to be an excellent system and the values given to such examination papers seem worth analyzing. The examination on Composition and Rhetoric in question was written by 510 candidates—a rather low number to show results favourable to the point which we are trying to illustrate (exception would come out more prominently in a few cases than in a very large number); 1,000 would be better and 10,000 would be still better. The results as given below are therefore all the more satisfactory.

15 papers were marked		20 or under.
10	"	25
26	"	30
30	"	35
40	"	40
55	"	45
92	"	50
64	"	55
51	"	60
41	"	65
31	"	70
24	"	75
18	"	80
13	"	85 and over.

510

On closer analysis of the figures it was found that—

The lowest 5 per cent of the candidates received on the average 20·5marks.						
" next 20	"	"	"	"	36·2	"
" next 50	"	"	"	"	52·2	"
" next 20	"	"	"	"	68·5	"
" highest 5	"	"	"	"	about 84·0	

Now 20 marks would be considered absolute failure; that is there would be no hope that the candidate who received only 20 marks on one subject would be able to pass grade IX.

Around 35 would be considered a "conditioned" standing; that is, a candidate receiving 35 marks on this paper would be allowed to pass if he made an average of 50 on all the papers written for grade IX.

A candidate receiving 50 marks would be a "pass" candidate. The important point to be observed in these results is the fact that the candidates are arranged at almost equal intervals in the same proportions on either side of the average 52·2: 121 are below 45, 127 are above 60, while 262 are, or about half the whole, between 45 and 60. If a curve is drawn of this distribution it will be found to conform very closely with the curve of probability. If the number of candidates had been greater the conformity would have been closer.

(2) *Analysis of retardation in Alberta in 1915.*—On page 56 is given a table of age, sex and grade taken from the Annual Report of Alberta for 1915. The teachers when making up this table were required to give the reason for retardation and these reasons were classified. There is no doubt that the results obtained are open to a great many objections. In that year there were 4,218 teachers (although only 444 of these were third class, the rest above) and the results would be vitiated by the difference in standpoint represented by this large number of teachers, to say nothing of defects in judgment. This standpoint would be subject to the same law as the mentality of the pupils. If 4,000 persons were to judge the same average child, the chances are that the majority would class him as average while a portion would class him slightly

below or above and a small number would be found to class him as defective or "bright." This law is, however, counteracted here by the tendency to consider the pupil who, because of irregularity in attendance or other reasons, is behind with his work, mentally backward and the one who is well up in his work unusually bright. One would expect therefore to find in the returns a very large percentage of mentally backward children. As a matter of fact only 4.81 per cent of a total of 81,768 are returned as mentally backward, although 35.48 per cent of the same total are returned as retarded. This is remarkable and would seem to bear the stamp of trustworthiness. Only 9.09 per cent of the total are returned as retarded through defects in the pupils, half of which defect are stated to be due to physical defects or "indifference." The same returns gave 27.9 per cent as accelerated, that is in a grade above the age, taking 7 as the standard for grade I, 8 for grade II and so on up. Now a pupil who began school at 5 or 6 was returned as accelerated although he was only in grade I and had really taken no step ahead. There were 10,993 (or 12.77 per cent of the total) of such pupils in grades I and II alone. If a pupil had commenced at the age of 6 in grade I and had gone on at the normal rate he should be in grade IV at the age of 9 and would be returned as accelerated because the normal age for grade IV was 10 years. The indications are that if proper deductions are made, the percentage really accelerated, that is, those who were able to do the work of a grade in less than one year, would correspond very closely to the percentage retarded through defects in themselves, not want opportunity. The table given below is a summary of the results discussed. It will be interesting to see how the proportions vary in different types of schools.

CLASSIFICATION OF RETARDED PUPILS IN ALBERTA PUBLICLY CONTROLLED SCHOOLS, IN 1915.

Type of Schools.	Number of pupils represented.			Number retarded.			Percentage of retarded.			Remarks.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Rural.....	15,038	13,694	28,732	7,999	6,735	14,734	53.19	49.18	50.98	
Village.....	3,196	2,949	6,145	1,411	1,187	2,598	44.14	40.59	46.33	
Town.....	13,927	13,861	27,788	5,292	4,754	10,046	38.00	34.30	27.31	
City.....	9,546	9,557	19,103	3,391	3,096	6,487	35.52	32.40	20.52	
Total.....	41,707	40,061	81,768	18,093	15,772	33,865	43.38	39.40	41.42	

ALLEGED REASONS FOR RETARDATION, AS REPORTED BY TEACHERS.

Type of School.	Percentages of total number of pupils sampled in each type of school.														
	Defects in Pupils.					Want of opportunity.					Special.				
Mentally weak.	Mentally dull.	Physically weak.	Occasional ill health.	Indifference.	Total.	Changes in Teachers.	Changes in Residence.	Short time Schools.	Schools not in operation.	Lack of qualified teachers.	Want of opportunity.	Total.	Irregular attendance.	Foreign birth.	
Rural.....	0.56	3.27	0.52	1.57	3.03	8.95	1.88	4.24	0.63	1.86	0.64	14.76	24.01	10.18	7.84
Village.....	0.79	3.52	0.88	2.19	3.43	10.81	0.63	7.42	0.11	0.15	0.00	10.09	18.40	8.22	8.90
Town.....	0.46	5.09	0.67	2.55	1.72	10.49	0.00	3.84	0.00	0.00	0.00	5.78	9.62	2.91	4.29
City.....	0.46	4.89	0.56	1.83	1.28	9.02	0.00	3.24	0.00	0.00	0.00	4.17	7.41	1.67	3.13
Total.....	0.52	4.29	0.67	1.84	2.21	9.09	0.71	4.11	0.23	0.66	0.23	8.88	14.82	5.57	5.62

Note.—Causes not stated 6.32 p.c.

These considerations suggest, to say the least, that a table of distribution of pupils by grade will not reveal or be disturbed by the mentality of the pupil, because there are probably as many above the average mentality as below it and both are in decreasing numbers. To these considerations may be added the very obvious one that if the proportions of defectives, or "geniuses" in a

province were sufficiently large to disturb the distribution into grades it would be shown by an unduly large number in the lowest and highest grades and a depression in the intermediate grades. As already stated, no one doubts the existence of these mentally backward pupils, and it is interesting to know that the problem of handling them is receiving greater and greater attention. The extent to which this is being done in Canada is partially surveyed on page 105 in the section on medical inspection and education of defectives.

The study of the problem of mentality of school children has occupied a large part of the life work of such men as Binet, whose written works give a good account of what is being done in France towards its solution. At the same time it must never be forgotten that there is probably an equal number who are as far above the normal as these are below it, and that from the point of view of their value to the country these claim at least as much special attention as their unfortunate complements. Their outlook may be blighted through being held down to the regular course of study and to the pace of the average pupils. Suppose, for example, two boys entered a graded school at the age of nine, the one three years below the average intelligence and the other three years above it. Under ordinary conditions the bright boy would be held down to a grade a year and by the time he reached 14 years of age he would be in grade VI, the other boy would be still in grade III. Supposing both of them left school at 14, the bright boy would be little better equipped for life educationally than the dull one. Now the best that a special class for the dull boy could do would be to advance him a year or two, while the bright boy under favourable conditions would have finished his first year in high school and thus laid a foundation on which, with sufficient ambition and determination he could go on of his own accord towards higher education.

Fig. 9.—Comparative Table of the Distribution by Grades of Pupils in Publicly Controlled Schools in the Different Provinces during the year 1918, or the latest year reported.

NOTE.—No attempt has been made to correlate the years in Quebec Roman Catholic schools with the grades of other Provinces.

¹In addition to these there were in P.E.I., 729 reported as "ungraded," bringing total up to 17,813. ²Total given for N.B. is 64,920—added by grades, 64,914. ³Total given in report, 72,006—added by grades, 71,955. ⁴This classification does not include the whole of the enrolment (486,201). See Report on Education Statistics for 1919-20, page 87.

COMPARATIVE COURSES OF STUDY IN REPRESENTATIVE SUBJECTS IN THE PROVINCES OF CANADA AS IN 1920.

		ARITHMETIC		HISTORY		GEOGRAPHY		READING AND SPELLING		COMPOSITION AND SPELLING		COMPOSITION		SPECIAL	
PROVINCE	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE V AND VI	GRADE V AND VI	GRADE VII AND VIII	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII
PRINCE EDWARD ISLAND	Study of numbers to 100. Addition and subtraction tables to 10 times. Multiplication tables to 10 times.	Multiplication tables to 100. Primary ratios (C.G.P.). Value and Distance. Addition and Subtraction tables to 10 times.	Reduction and Computation. Ratios, Value and Distance. C.G.P., Value and Distance.	Percentage in the various applications of arithmetic. Easy fractions. Ratios, Value and Distance.	British History to end of Norman Period. Early Canadian History to 1760. British History to 1760.	General outlines of British and Canadian History to 1760. British History to present day.	General geography of Canada and United States. North America and Oceania.	Primer First Reader by Ginn and Company. Second Reader by Ginn and Company. Stories from the Old Testament. City Folk Reader by Ginn and Company.	Simple exercises in word-building and sentence construction and reproduction. Oral and written Speller and City Folk Reader for first year.	First, Second Primer and Composition Books. Story Speller and City Folk Reader for first year.	First, Second Primer and Composition Books. Story Speller and City Folk Reader for first year.	Oral and written exercises in composition and spelling.	(City) Latin "Gulliver and Daniel" (1916). "Peter and Paul" (1916). "Peter and Paul" (1917). "Peter and Paul" (1918). "Peter and Paul" (1919). "Peter and Paul" (1920).		
	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII
NEW BRUNSWICK	Fractions of numbers up to 100. Addition and Subtraction tables to 10 times. Multiplication tables to 10 times.	Fractions. Value and Distance. C.G.P. Ratios, Value and Distance. Easy fractions. Ratios, Value and Distance.	Squares. Roots. Percentages. All the operations of arithmetic, including division, multiplication, and fractions. Easy fractions. Ratios, Value and Distance.	History of Canada orally.	History of Canada orally.	History of Canada orally.	North America with particular reference to Canadian government. Our resources, including timber, coal, oil, water power, minerals, etc.	Canadian practice. World studies, including Canada, India, Australia, and South Africa.	Phonetic practice. Word studies, including Canada, India, Australia, and South Africa.	Short stories, short poems, and phonetic exercises.	Oral and written exercises in narrative and descriptive.	Algebraic notation and equations. Word-building. Bills and coins. Measurement. Both metric and English units. Basic arithmetic. Short stories in connection with arithmetic.			
	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII
NEWFOUNDLAND	City and Town Schools. Study of numbers up to 100. Addition and subtraction tables to 10 times. Standard I. Same.	All fundamental operations on numbers up to 100. Addition and subtraction tables to 10 times. Standard III. Same.	Fractions, multiplication, division, percentages. Tables of weights and measures. Ratios, Value and Distance. Easy fractions. Ratios, Value and Distance.	Percentage in all its applications including ratios, fractions, percentages, and division. Easy fractions, Ratios, Value and Distance, and percentages with all their characteristics.	Early studies of England and Canada from the text book.	History of England and Canada completed.	Geography of Province of Canada and Newfoundland with special attention to United States.	European and British Empire. General geographical outline of Europe, Asia, Africa, and South America.	Phonetic, Second Primer, Second Spelling Book. Writing. Description of pictures. Stories from the Old Testament. Oral spelling and dictation.	Oral composition and recitation. Weekly writing. Writing with several actions. Reading from maps, including political, economic, and geological.	Oral composition and recitation. Weekly writing. Writing with several actions. Reading from maps, including political, economic, and geological.	Oral composition and recitation. Weekly writing. Writing with several actions. Reading from maps, including political, economic, and geological.			
	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII
QUEBEC PRIMARY SCHOOLS	Study of numbers to 100. Addition and subtraction tables to 10 times. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance. Easy fractions. Ratios, Value and Distance.	Four fundamental operations. C.G.P. Ratios, Value and Distance. Easy fractions. Ratios, Value and Distance. Mental arithmetic.	Fractional, decimal, percentage, and ratio operations. Ratios, Value and Distance.	Percentage in all its applications including ratios, fractions, percentages, and division. Easy fractions, Ratios, Value and Distance, and percentages with all their characteristics.	History of Canada to 1760.	History of Canada to 1760.	History of Canada to 1760.	North and South America, Europe, Africa, and Australia.	Phonetic, Second Primer, Second Spelling Book. Writing. Description of pictures. Stories from the Old Testament. Oral spelling and dictation.	Oral composition and recitation. Weekly writing. Writing with several actions. Reading from maps, including political, economic, and geological.	Oral composition and recitation. Weekly writing. Writing with several actions. Reading from maps, including political, economic, and geological.	Oral composition and recitation. Weekly writing. Writing with several actions. Reading from maps, including political, economic, and geological.	Oral composition and recitation. Weekly writing. Writing with several actions. Reading from maps, including political, economic, and geological.		
	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII
ONTARIO	Study of numbers to 100. Addition and subtraction tables to 10 times. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance. Easy fractions. Ratios, Value and Distance.	Four fundamental operations. C.G.P. Ratios, Value and Distance. Easy fractions. Ratios, Value and Distance. Mental arithmetic.	Fractional, decimal, percentage, and ratio operations. Ratios, Value and Distance.	Decimals. Percentage in all its applications. Simple cash calculations.	History of people in Canada and the United States.	History of Canada to 1760.	History of Canada to 1760.	North and South America, Europe, Africa, and Australia.	Phonetic, word and sentence practice. British History to 1760.	Borders II and III. Tales from Grimm and other German writers. Tales from Andersen. American History work.	Borders II and III. Tales from Grimm and other German writers. Tales from Andersen. American History work.	Oral and written exercises in composition and spelling.	Book-keeping—Day Book and Personal Ledger. Cash Book. Four French rules.		
	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII
MANITOBA	Study of numbers to 50. Addition and subtraction tables to 10 times. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance. Easy fractions. Ratios, Value and Distance.	Numeration and notation. Multiplication and division tables to 10 times. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance.	Reduction, Compound multiplication and division. Ratios, Value and Distance. Square root, mensuration, and ratios, Value and Distance.	Decimals. Percentage in all its applications. Simple cash calculations.	British History to 1760. Canadian History to 1760. Governmental, legal, and personal documents.	British and Canadian History to present day. Great events of Canadian history.	The earth, sun, North America, Canada, and the great mountain ranges. The Canadian prairie, the great lakes, the Hudson Bay, and the Arctic regions.	Latitude, Longitude, Time, and the calendar. Canadian Supplement to the Canadian Almanac.	Plains, word and sentence practice. British History to 1760.	Manitoba, Borders Books I and II. Supplying material for study of early days of Manitoba. Life and Indian customs. Discovery story. Simple writing. Speller and city folk reader.	Manitoba, Borders Books I and II. Supplying material for study of early days of Manitoba. Life and Indian customs. Discovery story. Simple writing. Speller and city folk reader.	Oral and written exercises in composition and spelling.	Book-keeping—Single and double entry. Cash Book and Ledger.		
	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII
SASKATCHEWAN	Study of numbers to 50. Addition and subtraction tables to 10 times. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance. Easy fractions. Ratios, Value and Distance.	Four fundamental operations. C.G.P. Ratios, Value and Distance. Easy fractions. Ratios, Value and Distance. Mental arithmetic.	Fractional, decimal, percentage, and ratio operations. Ratios, Value and Distance.	Paying and marketing. Business arithmetic. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance.	Stories of people connected with the development of Canada. Stories of the War of 1812 and of English and French Canadians in the War of 1812. Stories of the Great War and our war efforts.	Outlines of History of Canada and of England. Stories of the War of 1812 and of English and French Canadians in the War of 1812. Stories of the Great War and our war efforts.	The earth, sun, North America, Canada, and the great mountain ranges. The Canadian prairie, the great lakes, the Hudson Bay, and the Arctic regions.	The continents. Careless, ignorant, and impudent. Impudent of poor. World's commercial relations with Canada. Canadian relations with Canada. Canadian relations with Canada. Canadian relations with Canada. Canadian relations with Canada.	Manitoba, Borders Books I and II. Supplying material for study of early days of Manitoba. Life and Indian customs. Discovery story. Simple writing. Speller and city folk reader.	Manitoba, Borders Books I and II. Supplying material for study of early days of Manitoba. Life and Indian customs. Discovery story. Simple writing. Speller and city folk reader.	Oral and written exercises in composition and spelling.	Original narrative and descriptive compositions. Oral and written exercises in composition and spelling.			
	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII
ALBERTA	Counting and recognizing numbers to 100. Addition and subtraction tables to 10 times. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance. Easy fractions. Ratios, Value and Distance.	Numeracy to 8 digits. A thorough mastery of the four fundamental operations. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance.	Tables of weights, Reduction, Percentages, problems.	Fractional, Percentage in all its ordinary applications. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance.	Community history, law, citizenship, economics, business, and family life. Stories of good citizens.	Outline of History of Canada and of England. Stories of the War of 1812 and of English and French Canadians in the War of 1812. Stories of the Great War and our war efforts.	The earth, sun, North America, Canada, and the great mountain ranges. The Canadian prairie, the great lakes, the Hudson Bay, and the Arctic regions.	The continents. Careless, ignorant, and impudent. Impudent of poor. World's commercial relations with Canada. Canadian relations with Canada. Canadian relations with Canada. Canadian relations with Canada.	Manitoba, Borders Books I and II. Supplying material for study of early days of Manitoba. Life and Indian customs. Discovery story. Simple writing. Speller and city folk reader.	Manitoba, Borders Books I and II. Supplying material for study of early days of Manitoba. Life and Indian customs. Discovery story. Simple writing. Speller and city folk reader.	Oral and written exercises in composition and spelling.	Book-keeping—Books of account, ledger, and cash book. Single and double entry. Cash book and ledger.			
	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII
NORTHWEST TERRITORIES	Study of numbers to 50. Addition and subtraction tables to 10 times. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance. Easy fractions. Ratios, Value and Distance.	Four fundamental operations. C.G.P. Ratios, Value and Distance. Easy fractions. Ratios, Value and Distance. Mental arithmetic.	Fractional, decimal, percentage, and ratio operations. Ratios, Value and Distance.	Paying and marketing. Business arithmetic. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance.	British History to 1760. Canadian History to 1760. Governmental, legal, and personal documents.	British and Canadian History to present day. Great events of Canadian history.	The earth, sun, North America, Canada, and the great mountain ranges. The Canadian prairie, the great lakes, the Hudson Bay, and the Arctic regions.	The continents. Careless, ignorant, and impudent. Impudent of poor. World's commercial relations with Canada. Canadian relations with Canada. Canadian relations with Canada. Canadian relations with Canada.	Manitoba, Borders Books I and II. Supplying material for study of early days of Manitoba. Life and Indian customs. Discovery story. Simple writing. Speller and city folk reader.	Manitoba, Borders Books I and II. Supplying material for study of early days of Manitoba. Life and Indian customs. Discovery story. Simple writing. Speller and city folk reader.	Oral and written exercises in composition and spelling.	Original narrative and descriptive compositions. Oral and written exercises in composition and spelling.			
	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII
YUKON TERRITORY	FIRST READER	Reading, Imitation	THIRD READER	FOURTH READER	FIFTH READER	FOURTH READER	FIFTH READER	FOURTH READER	FIRST READER	SECOND READER	FOURTH READER	FOURTH READER	FIFTH READER	FOURTH READER	FIFTH READER
	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII
QUEBEC COMMON SCHOOLS	Study of numbers and money. Addition and subtraction tables to 10 times. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance. Easy fractions. Ratios, Value and Distance.	Numeracy to 100. Addition and subtraction tables to 10 times. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance.	Understanding of simple fractions. Ratios, Value and Distance.	Indian Tribes. Exploration. Stories of great men. Stories of Canada. Stories of Canada and the United States. Stories of Canada and the United States.	Tudor, Stuart, and Hanoverian Periods. British Colonies in the Americas. British History to date.	North America and British Colonies in the Americas. British History to date.	General geography of the world. Geography of Canada more particularly.	Plains, word and sentence practice. British History to 1760.	First Primer, Second Primer and First Reader by Ginn and Company. Stories from the Old Testament. City Folk Reader by Ginn and Company.	First Primer, Second Primer and First Reader by Ginn and Company. Stories from the Old Testament. City Folk Reader by Ginn and Company.	Written signatures. Oral and written exercises in composition and spelling.	Handwriting—Handwriting Books. Story Speller and City Folk Reader.			
	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII
QUEBEC JUNIOR COMMON SCHOOLS	Development and continuation of numeracy. Numeracy to 10 000. Simple addition and subtraction tables to 10 times. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance. Elementary class of money. Easy fractions. Ratios, Value and Distance.	Numeracy and money. Whole numbers and decimals. Easy fractions. Ratios, Value and Distance.	Understanding of simple fractions. Ratios, Value and Distance.	Stories, vulgar and decimal fractions. Ratios, Value and Distance. C.G.P. Ratios, Value and Distance.	Civics, archaeological and historical. Stories of Canada. Stories of Canada and the United States. Stories of Canada and the United States.	Outline of History of Canada and of England. Stories of the War of 1812 and of English and French Canadians in the War of 1812. Stories of the Great War and our war efforts.	Outline of History of Canada and of England. Stories of the War of 1812 and of English and French Canadians in the War of 1812. Stories of the Great War and our war efforts.	Plains, word and sentence practice. British History to 1760.	First Primer, Second Primer and First Reader by Ginn and Company. Stories from the Old Testament. City Folk Reader by Ginn and Company.	First Primer, Second Primer and First Reader by Ginn and Company. Stories from the Old Testament. City Folk Reader by Ginn and Company.	Written signatures. Oral and written exercises in composition and spelling.	Handwriting—Handwriting Books. Story Speller and City Folk Reader.			
	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII	GRADE I AND II	GRADE III AND IV	GRADE V AND VI	GRADE V AND VI	GRADE VII AND VIII	GRADE V AND VI	GRADE VII AND VIII

Table 19 attempts to bring together the distribution by grade in the publicly controlled institutions in all the provinces except the Roman Catholic schools in Quebec, of which the grading cannot be set down on a comparative basis, as it is up to the present impossible to ascertain how many pupils of secondary grades attend the classical colleges, or how many of the pupils of the different grades attend public or private institutions, or how the grades themselves compare with the grades in other provinces. The comparison so far as indicated is fairly accurate, except possibly in the case of British Columbia.

Enough has been said to point out that the above table conceals more than it reveals. In such provinces as have the same system of grading it shows how they compare in the tendencies to which the table points especially in:—

- (1) The large number in the earlier grades as compared with the later grades.
- (2) The crowding in grade I.

To enable a better analysis of these figures to be made a summary of the course of study in each province is now given.

Historical Analysis of Distribution by Grades.

A historical analysis of distribution by grades is a better means of forming an estimate of the work done by schools than analysis of any one year. This will be realized when the distribution of 1918 or 1919 is considered in view of the influenza epidemic, and, in the case of secondary grades especially, when any of the years during the war is taken. Again it would be unfair to place a table of distribution in a new province side by side with that of an old province for the sake of estimating the comparative merits of the work in these two provinces. In the case of historical tables, it is clear that if one province shows a better distribution than another, but if the latter shows a more rapid and steady growth than the former, a basis of comparison is thus given. The tables which follow use the nomenclature of the province concerned. Table 21 gives the distribution by grades in the five provinces which use the twelve grade system (Nova Scotia, New Brunswick, Manitoba, Saskatchewan, Alberta) during eight years. A longer period is not admissible because Alberta did not introduce the twelve grade system until 1912. Eight years, again, is the natural elementary school life. Again eight years carry us back almost as far as the census year 1911. The table makes a sharp division between elementary and secondary grades for this reason. For the sake of convenience in analyzing this distribution, table 21 gives the same facts in percentages of the total in the elementary grades and separately of the total in secondary grades. This has the advantage of showing both the growth of secondary work and the comparative elimination from year to year in the elementary grades and in the secondary grades. Tables 23-32 give such historical statistics of distribution as are available for each province. The statistics of Quebec are given separately for the Roman Catholic and Protestant schools, as their grading systems are not the same.

21.—Distribution of Pupils in Publicly Controlled Schools by Grades, totalled for five provinces (N.S., N.B., Man., Sask., Alta.), for eight years, 1912-1919.

NUMBERS.

Year.	Number of Pupils in Elementary Grades.										Number in Secondary Grades.				Grand Total in Elementary and Secondary Grades
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Total.	IX and X.	XI.	XII.	Total.		
1912...	92,835	42,554	44,293	40,807	32,023	20,595	14,943	15,143	302,643	13,355	2,815	734	16,904	319,547	
1913...	129,349	58,248	58,989	55,044	43,399	27,663	19,256	19,882	410,651	.....	.....	.....	23,316	433,967
1914...	137,011	63,591	63,560	58,780	45,992	30,408	21,097	21,958	442,397	.....	.....	.....	26,054	468,451
1915...	136,552	68,465	67,730	62,121	49,383	33,512	22,956	24,767	465,990	.....	.....	.....	29,917	495,907
1916...	137,244	69,236	70,035	65,776	48,399	35,624	24,448	24,860	476,959	.....	.....	.....	31,443	508,402
1917...	144,210	69,736	72,943	67,101	55,451	37,615	26,534	26,730	500,220	23,653	5,758	1,504	30,915	531,135	
1918...	148,292	70,309	72,867	69,480	56,467	40,129	28,738	28,077	513,734	24,596	6,082	1,383	32,261	545,995	
1919...	157,678	72,284	74,199	70,804	58,712	42,883	30,477	30,175	537,446	27,042	6,366	1,490	34,898	572,344	

PERCENTAGES.

1912...	29.50	13.30	13.90	12.77	10.02	6.45	4.67	4.74	94.71	4.18	0.88	0.23	5.29	100.0
1913...	29.88	13.45	13.62	12.71	10.02	6.39	4.45	4.59	94.85	.....	.....	.....	5.15	100.0
1914...	29.07	13.49	13.49	12.47	9.76	6.45	4.48	4.66	93.87	.....	.....	.....	6.13	100.0
1915...	27.54	13.81	13.66	12.53	9.96	6.76	4.63	4.99	93.90	.....	.....	.....	6.10	100.0
1916...	27.00	13.62	13.78	12.94	9.52	7.01	4.81	4.89	93.82	.....	.....	.....	6.18	100.0
1917...	27.15	13.13	13.73	12.63	10.44	7.82	5.00	5.03	94.18	4.45	1.08	0.28	5.82	100.0
1918...	27.16	12.88	13.35	12.73	10.34	7.35	5.26	5.14	94.09	4.50	1.11	0.25	5.91	100.0
1919...	27.55	12.63	12.96	12.37	10.26	7.49	5.32	5.27	93.90	4.72	1.11	0.26	6.10	100.0

SURVEY OF EDUCATION IN CANADA

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22.—Prince Edward Island Publicly Controlled Schools—Distribution of Pupils by Grades, 1904- 919.

NOTE.—The grand totals up to 1914 are the sum of the Grades and do not correspond to the totals for the province as given in Table 2, since Prince of Wales College is here included.

Year.	Elementary Grades.				Secondary.		Total.			Grand Total.
	Primer Book I.	Books II & III.	Book IV.	Book V.	Book VI.	Prince of Wales College.	Elementary.	Secondary	Ungraded	
1904.....	4,698	6,239	3,520	2,777	1,695	200	.....	.....	102	19,231
1905.....	4,679	6,151	3,643	2,850	1,794	197	.....	.....	155	19,469
1906.....	4,519	5,690	3,388	2,916	1,735	220	.....	.....	738	19,206
1907.....	4,798	6,016	3,540	4,195	277	.....	.....	.....	210	19,036
1908.....	4,709	5,062	3,614	4,491	136	240	.....	.....	18,252	.....
1909.....	5,131	5,240	3,677	3,977	48	285	.....	.....	18,358	.....
1910.....	5,643	5,103	3,282	3,895	9	239	.....	.....	18,171	.....
1911.....	5,790	6,563	5,044	.....	.....	278	.....	.....	17,675	.....
1912.....	5,601	6,666	4,511	.....	.....	287	.....	.....	300	17,365
1913.....	5,991	6,805	4,351	.....	.....	271	.....	.....	408	17,826
	Grades I & II.	Grades III & IV.	Grades V & VI.	Grades VII.	Grades VIII.					
1914.....	6,015	3,069	3,929	2,113	2,113	299	15,956	2,412	830	18,368
1915.....	6,149	3,309	4,179	2,190	2,193	309	15,827	2,502	382	18,711
1916.....	6,368	6,133	4,018	725	725	281	17,244	1,006	393	18,643
1917.....	6,460	5,955	4,002	706	707	306	17,123	1,013	360	18,496
1918.....	5,827	5,474	4,424	915	915	227	16,640	1,142	306	18,088
1919.....	5,986	5,430	3,904	769	769	278	16,089	1,047	729	17,865

23.—Nova Scotia Publicly Controlled Schools—Distribution of Pupils by Grades, 1894-1919.

Year.	Number Enrolled.														
	Elementary Grades.						Secondary Grades.						Total.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elementary.	Secondary.	Grand.
1894..	18,908	13,498	12,184	12,672	11,158	9,202	9,409	6,489	2,922	1,186	460	82	93,520	4,650	98,170
1895..	19,470	13,042	12,361	13,011	10,833	9,711	9,854	6,745	3,553	1,331	576	68	95,027	5,528	100,555
1896..	18,893	13,384	12,385	13,195	10,893	9,188	9,913	7,115	4,008	1,482	536	90	94,916	6,116	101,032
1897..	19,116	13,232	12,541	13,007	11,136	9,193	9,305	7,064	4,202	1,692	590	72	94,594	6,556	101,150
1898..	18,929	13,128	12,532	13,275	11,007	9,015	9,344	6,850	4,530	1,885	608	100	94,080	7,123	101,203
1899..	18,709	12,970	12,347	13,087	10,876	8,814	9,089	7,151	4,709	2,018	736	11	93,043	7,574	100,617
1900..	18,798	13,257	12,256	12,816	10,666	9,014	8,825	7,248	4,391	1,894	865	99	92,880	7,249	100,129
1901..	19,185	13,089	11,975	12,655	10,590	8,700	8,292	6,628	4,461	1,850	878	107	91,114	7,296	98,410
1902..	20,497	13,688	12,252	12,449	10,332	8,658	7,735	6,308	4,364	1,804	874	98	91,919	7,140	99,059
1903..	20,553	13,817	12,825	12,424	10,271	8,280	7,801	5,716	4,306	1,841	822	112	91,687	7,081	98,768
1904..	20,799	13,014	12,635	12,297	9,962	8,024	7,418	5,742	4,017	1,972	911	95	89,891	6,995	96,886
1905..	21,056	13,891	12,862	12,830	10,606	8,411	7,465	5,845	4,387	1,859	925	115	92,966	7,286	100,252
1906..	23,401	12,567	12,794	12,636	10,537	8,007	7,116	5,635	4,480	2,071	978	110	92,693	7,639	100,332
1907..	24,539	11,783	12,272	12,686	11,020	8,690	6,158	5,193	4,378	2,117	1,038	113	92,361	7,646	100,007
1908..	24,953	11,791	11,645	12,190	11,424	8,902	6,287	5,000	4,668	2,021	1,089	135	92,192	7,913	100,105
1909..	25,500	11,997	11,864	11,961	11,246	9,368	6,364	5,256	4,392	2,463	1,104	165	93,556	8,124	101,680
1910..	26,315	11,665	11,636	11,962	10,787	9,191	6,643	5,179	4,761	2,566	1,155	175	93,378	8,657	102,035
1911..	27,143	11,767	11,774	11,746	10,660	8,936	6,913	5,295	4,717	2,550	1,223	186	94,234	8,676	102,910
1912..	28,183	11,877	11,987	11,800	10,724	8,634	6,630	5,481	4,647	2,669	1,144	208	95,316	8,668	103,984
1913..	28,675	12,121	12,028	12,472	10,786	8,676	6,561	5,314	4,664	2,552	1,214	206	96,636	8,636	105,269
1914..	29,180	11,983	12,132	12,249	11,088	7,700	6,789	5,327	4,684	2,767	1,229	223	97,444	8,903	106,351
1915..	28,742	12,481	12,275	11,958	11,493	9,262	6,647	5,433	5,134	2,698	1,414	231	98,291	9,477	107,768
1916..	30,074	12,988	12,008	12,074	10,938	9,335	6,736	5,310	5,123	2,941	1,434	228	99,463	9,726	109,189
1917..	30,609	12,600	12,398	11,147	11,557	9,127	6,983	5,523	4,704	2,842	1,349	193	99,944	9,088	109,032
1918..	30,077	12,489	12,249	10,954	11,108	9,211	7,075	5,732	4,881	2,689	1,401	231	98,895	9,205	108,097
1919..	30,703	12,111	11,663	10,893	10,967	8,648	7,052	5,807	5,035	2,519	1,342	242	97,844	9,138	106,982

Average Age of each Grade in 1919 in years and months.

6-8	8-2	9-3	10-1	10-10	11-8	12-6	13-10½	14+	15+	Ages given only to "over 16."
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DOMINION BUREAU OF STATISTICS

24.—Nova Scotia Publicly Controlled Schools—Percentage Distribution of Pupils by Grades, 1894-1919.

Year.	Elementary Grades.								Secondary Grades.				Total.		
	Grade I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elementary	Secondary.	Percentage of Elementary in Secondary Grades.
1894.....	19.26	13.75	12.04	12.91	11.37	9.37	9.59	6.61	2.98	1.21	0.47	0.08	95.26	4.74	4.97
1895.....	19.36	12.97	12.29	12.94	10.77	9.65	9.80	6.71	3.53	1.32	0.57	0.07	94.50	5.50	5.82
1896.....	18.70	13.25	12.26	13.06	10.78	9.04	9.81	7.04	3.97	1.47	0.53	0.09	93.95	6.05	6.44
1897.....	18.90	13.08	12.40	12.86	11.01	9.09	9.20	6.98	4.15	1.67	0.58	0.07	93.52	6.48	6.93
1898.....	18.70	12.97	12.38	13.12	10.87	8.91	9.23	6.77	4.48	1.86	0.60	0.10	92.96	7.04	7.57
1899.....	18.59	12.89	12.27	13.01	10.81	8.76	9.03	7.11	4.68	2.01	0.73	0.11	92.47	7.53	8.14
1900.....	18.77	13.24	12.24	12.80	10.65	9.00	8.81	7.24	4.39	1.89	0.86	0.10	92.76	7.24	7.80
1901.....	19.49	13.30	12.17	12.86	10.76	8.84	8.43	6.74	4.53	1.88	0.89	0.11	92.59	7.41	8.00
1902.....	20.69	13.82	12.37	12.57	10.43	8.70	7.81	6.37	4.41	1.82	0.88	0.10	92.79	7.21	7.76
1903.....	20.81	13.99	12.98	12.58	10.40	8.38	7.90	5.79	4.36	1.86	0.83	0.11	92.83	7.17	7.72
1904.....	21.45	13.44	13.04	12.69	10.28	8.28	7.66	5.93	4.15	2.04	0.94	0.10	92.77	7.23	7.78
1905.....	21.00	13.88	12.83	12.80	10.56	8.39	7.45	5.88	4.38	1.85	0.92	0.11	92.38	7.62	7.82
1906.....	23.32	12.53	12.75	12.59	10.50	7.98	7.09	5.62	4.47	2.06	0.97	0.11	92.39	7.61	8.24
1907.....	24.55	11.78	12.27	12.68	11.02	8.69	6.15	5.19	4.37	2.11	1.03	0.11	92.36	7.64	8.28
1908.....	24.92	11.78	11.63	12.18	11.41	8.89	6.28	4.99	4.66	2.02	1.09	0.14	92.10	7.90	8.58
1909.....	25.08	11.80	11.67	11.76	11.06	9.21	6.26	5.17	4.32	2.42	1.09	0.16	92.01	7.99	8.54
1910.....	25.79	11.43	11.40	11.72	10.57	9.01	6.51	5.08	4.67	2.51	1.13	0.17	91.52	8.48	9.29
1911.....	26.38	11.43	11.44	11.41	10.36	8.68	6.72	5.15	4.58	2.48	1.19	0.18	91.58	8.42	9.20
1912.....	27.10	11.42	11.53	11.35	10.31	8.30	6.38	5.27	4.47	2.57	1.10	0.20	91.66	8.34	9.09
1913.....	27.24	11.51	11.43	11.85	10.25	8.24	6.23	5.05	4.43	2.42	1.15	0.20	91.80	8.20	8.93
1914.....	27.44	11.27	11.41	11.55	10.43	8.18	6.38	5.01	4.40	2.60	1.16	0.21	91.63	8.37	9.13
1915.....	26.67	11.58	11.39	11.10	10.66	8.59	6.17	5.04	4.76	2.50	1.31	0.21	91.22	8.78	9.64
1916.....	27.54	11.90	11.00	10.97	10.02	8.55	6.17	4.86	4.70	2.69	1.31	0.21	91.09	8.91	9.78
1917.....	28.07	11.59	11.37	10.22	10.59	8.37	6.40	5.07	4.31	2.61	1.24	0.18	91.46	8.34	9.09
1918.....	27.82	11.56	11.33	10.13	10.27	8.52	6.54	5.30	4.51	2.50	1.30	0.21	91.49	8.51	9.30
1919.....	28.70	11.32	10.90	10.18	10.25	8.08	6.60	5.43	4.71	2.35	1.25	0.23	91.46	8.54	9.23

25.—New Brunswick Publicly Controlled Schools—Distribution of Pupils by Grades, 1890-1919.

Year	Elementary Grades.								Secondary Grades.				Total.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elementary.	Secondary.	Grand.
1890.....	14,653	10,756	10,520	9,851	6,714	2,282	1,747	1,190	.....	.....	.....	.....	58,250	320	68,523
1895.....	14,280	10,993	10,845	10,363	8,771	2,478	1,939	1,583	.....	.....	.....	.....	61,955	563	62,518
1896.....	14,159	10,610	10,130	10,433	8,735	2,645	1,876	1,616	.....	.....	.....	.....	61,510	408	61,918
1897.....	13,664	10,471	10,626	10,271	8,937	2,550	1,918	1,744	760	324	139	3	60,682	1,226	61,908
1898.....	14,658	10,632	10,579	10,598	8,850	2,520	1,918	1,778	866	382	180	1	61,904	1,429	63,333
1899.....	14,468	10,917	10,504	10,778	9,071	2,482	2,069	1,776	804	461	212	10	62,049	1,487	63,536
1900.....	14,392	9,658	10,191	10,380	8,680	2,592	1,976	1,718	906	429	209	14	59,886	1,558	67,129
1901.....	14,936	9,321	10,049	9,795	8,494	2,521	1,894	1,721	893	454	246	18	58,892	1,528	66,689
1902.....	14,113	9,349	10,212	10,054	8,524	2,507	1,920	1,690	996	505	239	11	58,707	1,770	67,425
1903.....	13,408	9,247	10,136	10,028	8,247	2,677	1,947	1,715	1,010	453	265	25	57,562	1,751	65,951
1904.....	13,357	9,062	10,065	9,870	8,311	2,727	1,912	1,633	950	562	226	13	57,008	1,751	65,278
1905.....	13,558	9,466	10,473	9,863	8,418	2,692	1,089	1,647	970	571	247	17	58,595	1,805	66,897
1906.....	13,717	9,374	10,692	10,091	8,342	2,493	2,001	1,701	1,058	557	254	18	58,520	1,887	66,635
1907.....	13,037	9,028	10,549	10,096	8,192	2,681	2,013	1,895	991	555	247	12	57,491	1,805	66,422
1908.....	13,881	9,142	10,312	9,060	7,120	2,517	2,132	1,847	1,028	554	315	14	58,166	1,874	66,383
1909.....	13,892	9,594	10,882	10,215	8,355	2,862	2,113	1,958	1,141	600	295	11	59,871	2,047	67,785
1910.....	14,592	9,452	10,897	10,537	8,630	2,751	2,283	1,802	900	629	301	15	60,944	1,935	68,154
1911.....	14,730	9,980	10,667	10,470	8,805	2,733	1,989	1,896	1,011	570	281	14	61,270	1,876	68,951
1912.....	14,675	9,948	10,969	10,510	8,838	2,734	2,004	1,764	994	556	289	11	61,422	1,850	69,199
1913.....	15,232	10,153	10,705	10,426	8,702	2,678	2,111	1,575	1,100	546	319	7	61,582	1,972	69,663
1914.....	15,341	10,255	10,969	10,498	8,723	2,659	2,214	1,703	962	625	292	11	62,362	1,890	70,622
1915.....	15,570	10,799	11,684	10,961	8,679	2,819	2,194	1,768	1,669	611	336	14	64,998	2,030	72,013
1916.....	15,494	10,803	11,437	10,948	8,852	2,880	2,143	1,722	1,201	617	331	12	64,616	2,161	73,007
1917.....	14,646	10,399	11,293	10,657	8,720	2,853	2,336	1,763	1,103	651	343	7	63,067	2,104	71,981
1918.....	14,720	10,538	11,286	10,634	8,433	2,952	2,404	1,827	1,047	627	358	11	63,495	2,043	71,782
1919.....	15,587	10,239	10,923	10,399	8,380	3,051	2,438	1,872	1,092	572	356	11	63,277	2,025	71,029

Elementary and Secondary Totals are for Second Term ending June 30. Grand Totals are for full year, except 1895-1899, which are for Second Term.

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26.—Quebec Publicly Controlled Schools: Distribution of Pupils by Years.

Year.	Number of Pupils in Catholic Schools.								Total.	
	Elementary.				Model.		Academy.			
	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.		
1915.....	152,105	95,938	71,890	41,639	17,143	8,366	3,888	2,016	392,985	
1916.....	155,378	97,947	75,241	44,045	17,468	8,972	4,180	2,117	405,348	
1917.....	154,414	96,517	75,369	45,164	17,789	9,091	4,333	2,237	404,914	
1918.....	159,600	98,706	75,348	45,640	17,967	9,414	4,143	2,323	412,961	
1919 ¹	157,068	97,054	76,499	44,650	19,121	9,845	4,113	2,173	410,523	

Year.	Number of Pupils in Protestant Schools.										Total.	
	Elementary.					Model.						
	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	9th year.	10th year.		
1915.....	12,352	7,188	6,958	6,407	3,310	5,196	1,770	339	10,462 ²	669	451	55,102
1916.....	14,756	8,843	8,377	8,142	6,464	4,610	3,756	1,711	1,293	731	416	59,099
1917.....	14,367	8,194	8,219	8,005	6,712	4,900	3,874	1,691	1,179	840	495	58,476
1918.....	13,196	7,691	7,790	7,409	6,430	4,881	3,459	1,631	1,090	585	385	54,547
1919.....	13,811	8,325	8,049	7,746	6,838	5,316	3,947	1,890	1,149	690	405	58,166

¹The totals shown in this classification do not correspond to the totals for Quebec given elsewhere as the latter include enrolment in "independent" schools. (sic.)

27.—Ontario Publicly Controlled Schools—Distribution of Pupils by Grades, 1897-1919

Year.	Elementary Grades.					Total.			Total.			Total.
	Kinder-garten.	Primer.	First Book.	Second Book.	Third Book.	Fourth Book.	Elementary.	Secondary.	Grand.	Night Public School.	Night High School.	
1897.....			181,375	91,330	99,682	89,314						
1898.....			179,360	90,624	97,693	89,670						
1899.....	11,262		174,442	93,076	97,702	86,500	462,982	41,763	504,745	1,026		505,771
1900.....	11,234		177,614	88,836	94,069	84,507	456,260	39,191	495,451	795		496,246
1901.....	11,405		178,077	86,982	92,203	84,106	452,773	39,861	492,634	800		493,434
1902.....	11,300		176,503	85,732	90,630	83,738	447,903	42,957	490,860	670		491,530
1903.....	11,880		173,309	86,582	90,065	83,981	445,817	42,063	487,880	701		488,581
1904.....	12,021		169,981	85,229	90,111	83,104	440,446	43,905	484,351	702		485,053
1905.....	12,480		170,253	84,239	90,170	85,469	458,974	44,974	487,635	620		488,255
1906.....	14,160		172,464	84,231	90,013	86,469	447,337	45,207	492,544	898		493,442
1907.....	15,242		172,746	84,622	89,381	85,752	447,733	46,058	493,791	1,552		495,343
1908.....	16,477		175,566	84,072	91,039	86,412	453,566	48,075	501,641	889		502,530
1909.....	17,816	116,287	62,005	84,036	90,267	87,690	458,101	49,118	507,219	1,344		508,563
1910.....	18,943	120,010	62,742	86,937	88,387	87,023	464,042	46,658	510,700	1,645		512,345
1911.....	20,677	122,258	65,962	89,630	88,886	85,940	473,353	45,252	518,605	1,573	77	520,255
1912.....	21,562	126,100	67,368	92,728	88,811	85,213	481,782	45,169	526,951	1,743	335	529,029
1913.....	23,289	129,759	69,992	97,418	91,867	84,678	497,003	45,819	542,822	1,749	1,459	546,030
1914.....	25,554	131,306	72,650	100,708	96,330	85,867	512,505	49,422	561,927	2,155	2,374	566,456
1915.....	18,730	131,844	72,898	102,972	100,023	90,050	516,517	52,513	569,030	1,794	2,354	573,178
1916.....	17,450	128,748	73,208	106,201	102,270	91,824	519,701	40,639	560,340	1,185	3,467	564,992
1917.....	19,308	125,321	73,996	106,034	105,062	91,989	521,710	40,155	561,865	820	3,927	566,612
1918.....	20,727	123,677	72,377	104,935	109,364	92,156	523,236	41,419	564,655	671	4,485	569,811
1919.....	23,946	128,826	75,171	106,107	100,115	97,069	541,234	43,490	584,724	843	5,042	590,609

NOTE.—Figures for individual Secondary Grades are given only from 1916 to 1919, as follows:—

	Lower School.	Middle School.	Upper School.
1916.....	30,886	8,591	1,543
1917.....	30,002	8,582	1,571
1918.....	31,340	8,591	1,488
1919.....	32,667	9,301	1,522

DOMINION BUREAU OF STATISTICS

28.—Manitoba Publicly Controlled Schools—Distribution of Pupils by Grades, 1902-1919.

Year.	Elementary Grades.								Total.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Elementary.	Secondary.	Grand.
1902....	14,086	6,893	8,407	7,335	6,184	3,809	2,215	2,580	51,509	2,647	54,156
1903....	15,771	7,006	8,482	7,796	5,958	3,950	2,731	2,800	54,294	2,915	57,409
1904....	16,180	7,414	7,487	7,728	5,988	4,092	3,079	3,482	55,450	3,070	58,520
1905....	18,086	7,878	8,058	8,143	6,325	4,140	3,358	4,061	60,049	3,238	63,287
1906....	18,470	8,132	8,143	8,281	6,287	4,264	2,961	4,006	60,544	3,579	64,123
1907....	19,539	8,597	8,326	8,397	6,585	4,306	3,280	4,045	63,075	4,069	67,144
1908....	19,325	9,242	8,825	8,974	6,822	5,004	3,426	4,838	66,456	4,575	71,031
1909....	19,713	9,137	9,158	9,097	7,191	5,167	3,617	4,864	68,344	5,100	73,044
1910....	21,100	9,710	9,099	9,396	7,263	5,402	3,625	4,999	70,594	5,653	76,247
1911....	22,828	10,594	10,053	9,477	7,254	5,740	3,660	4,886	74,492	6,336	80,828
1912-3	24,839	11,699	11,454	9,934	7,983	5,495	3,295	3,981	78,683	4,996	83,679
1914....	27,127	14,293	12,687	11,459	8,649	6,121	3,743	4,357	88,435	5,518	93,954
1915....	27,399	15,394	13,696	12,264	9,779	6,660	4,278	5,106	94,576	6,387	100,963
1916....	26,084	15,741	14,691	13,214	10,142	7,339	4,684	5,205	97,100	6,696	103,796
1917....	26,968	15,353	15,101	14,077	10,977	7,673	4,825	5,315	100,294	6,294	106,588
1918....	27,311	15,405	15,249	14,466	12,072	8,301	5,249	5,293	103,346	6,579	109,925
1919....	30,260	15,879	15,334	14,302	12,120	9,038	5,416	5,500	107,849	6,803	114,662

NOTE.—Figures for individual Secondary Grades are given only for 1917-1919, as follows:—

	IX.	X.	XI.	XII.
1917.....	3,067	1,939	1,209	79
1918.....	3,086	2,045	1,355	93
1919.....	3,490	2,023	1,212	78

29.—Saskatchewan Publicly Controlled Schools—Distribution of Pupils by Grades, 1903-1919.

Year	Elementary Grades								Secondary Grades			Total		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Jr.	Mid.	Sr.	El't'y.	S'd'y.	Grand
1903	9,470	5,493	6,372	5,851	3,575		1,724		441	213	52	32,485	706	33,191
1904	11,650	6,981	7,654	7,144	4,398		2,273		616	259	58	40,100	933	41,033
1905	7,156	4,131	4,657	4,320	2,789		1,518		410	184	26	24,571	620	25,191
1906	8,762	5,239	5,773	5,455	3,365		1,872		573	180	56	30,466	809	31,275
1907	10,770	6,359	6,573	6,492	4,194		2,406		561	205	62	36,794	828	37,622
1908	15,200	7,020	7,701	6,942	3,990	1,965	1,485	1,940	625	191	27	46,243	843	47,086
1909	18,553	7,823	8,502	6,922	4,547	2,736	1,737	2,269	1,329	557	141	53,089	2,027	55,116
1910	21,775	8,815	9,683	9,199	5,377	3,152	2,199	2,567	1,840	547	238	62,767	2,625	65,392
1911	24,085	9,587	10,446	9,760	6,101	3,605	2,535	3,062	2,122	718	239	69,181	3,079	72,260
1912	27,166	11,021	11,601	10,660	6,940	4,268	2,950	3,628	2,625	795	242	78,234	3,662	81,896
1913	34,973	13,489	13,943	13,107	8,279	5,231	3,355	4,630	3,216	950	290	97,007	4,456	101,463
1914	38,518	14,867	15,468	14,307	9,707	6,061	3,772	5,516	4,169	1,169	431	108,216	5,769	113,985
1915	39,016	16,421	16,859	15,353	10,583	7,032	4,284	6,524	5,069	1,333	338	116,072	6,790	122,862
1916	40,653	16,869	18,005	16,721	10,934	7,795	4,873	6,484	4,979	1,729	397	122,334	7,105	129,438
1917	45,199	17,878	19,214	18,192	13,563	8,592	5,599	7,099	5,144	1,674	461	135,338	8,279	142,617
1918	47,321	18,768	20,133	19,942	13,899	9,903	6,182	7,689	5,268	1,682	539	143,837	7,489	151,326
1919	49,456	20,020	22,012	21,323	15,371	11,331	7,197	8,509	6,334	2,017	649	155,219	9,000	164,219

30.—Alberta Publicly Controlled Schools: Distribution of Pupils by Grades, 1905-1919.

ENROLLED.

Year.	Number.														
	Elementary Grades.						Secondary Grades.					Total..			
	Stand-ard Part I.	Stand-ard Part II.	Standard III.	Standard IV.	Standard V.	Stand-ard VI.	Standard VII.	Stand-ard VIII.	Stand-ard IX.	Stand-ard X.	Stand-ard XI.	Stand-ard XII.	Elem.	Sec.	Grand.
1905.....	6,544	4,042	4,719	4,519	2,529	1,316	331	154	50	23,669		585	24,254		
1906.....	7,659	4,758	5,480	5,352	3,099	1,675	506	184	71	28,023		761	28,784		
1907.....	9,163	5,524	6,226	6,649	3,777	2,115	582	216	86	33,456		882	34,338		
1908.....	11,565	5,823	6,929	7,032	4,613	2,519	748	316	108	34,481		1,172	39,652		
1909.....	13,929	6,509	7,619	7,778	5,298	3,168	1,006	512	229	44,301		1,747	46,048		
1910.....	17,276	7,689	8,976	9,392	6,180	3,706	1,252	636	200	53,219		2,088	55,307		
1911.....	18,886	8,864	10,291	10,338	6,744	4,123	1,563	607	264	59,226		2,434	61,666		
	Grade I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.			
1912.....	22,911	9,708	9,736	7,837	5,521	4,959	3,359	4,270	1,254	600	615	274	67,671	2,743	70,414
1913.....	25,630	10,786	10,880	9,105	6,649	5,583	3,931	4,382	1,642	710	523	288	76,746	3,163	79,900
1914.....	26,845	12,194	12,304	10,267	7,825	6,867	4,579	5,055	1,939	1,133	623	279	85,936	3,974	89,910
1915.....	25,825	13,370	13,216	11,585	8,849	7,739	5,553	5,936	2,236	1,474	984	439	92,053	5,233	97,286
1916.....	26,788	13,506	14,937	13,028	10,623	9,365	6,791	7,030	2,701	1,502	1,183	764	101,577	6,150	107,723
1917.....	28,237	13,109	13,950	13,484	10,955	9,762	7,128	7,536	3,041	1,912	1,286	709	104,161	6,948	111,109
1918.....	31,672	14,035	14,247	13,887	12,118	10,815	8,374	8,487	3,826	2,151	1,445	510	113,635	7,932	121,567

SURVEY OF EDUCATION IN CANADA

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31.—Alberta Publicly Controlled Schools: Percentage Distribution of Pupils by Grades, 1905-1919.

Year.	Elementary Grades.						Secondary Grades.			Total.		
	Standard I. Part I.	Standard II. Part II.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Standard VIII.	Elementary.	Secondary.	
1905.....	26.98	16.66	19.46	18.63	10.43	5.43	1.57	.63	.21	97.59	2.41	
1906.....	26.61	16.53	19.04	18.59	10.77	5.82	1.76	.64	.24	97.36	2.64	
1907.....	26.69	16.09	18.13	19.36	10.99	6.16	1.70	.63	.25	97.72	2.28	
1908.....	29.17	14.68	17.47	17.73	11.64	6.35	1.89	.80	.27	97.04	2.96	
1909.....	30.25	14.14	16.52	16.90	11.50	6.89	2.19	1.12	.49	96.21	3.79	
1910.....	31.24	13.90	16.23	16.98	11.18	6.70	2.26	1.15	.36	96.23	3.77	
1911.....	30.60	14.37	16.70	16.76	10.93	6.69	2.53	.98	.44	96.05	3.95	
	Grade I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.
1912.....	32.24	13.66	13.70	11.03	7.77	6.98	4.72	6.01	1.76	.84	.86	.38
1913.....	32.08	13.49	13.59	11.39	8.09	6.99	4.92	5.49	2.06	.88	.66	.36
1914.....	29.86	13.56	13.68	11.42	8.73	7.63	5.09	5.62	2.15	1.26	.69	.31
1915.....	25.54	13.74	13.59	11.89	9.09	7.96	5.71	6.10	2.40	1.52	1.01	.45
1916.....	25.14	12.94	14.00	11.92	9.61	8.34	6.06	6.19	2.60	1.56	1.09	.55
1917.....	24.87	12.55	13.40	12.09	9.88	8.69	6.30	6.53	2.50	1.39	1.09	.71
1918.....	25.41	11.79	12.56	12.14	9.86	8.78	6.41	6.79	2.74	1.72	1.16	.64
1919.....	26.05	11.55	11.71	11.42	9.97	8.90	6.89	6.98	3.15	1.77	1.19	.42

32.—British Columbia Publicly Controlled Schools: Distribution of Pupils by Grades, 1901-1919.

Year.	Elementary Grades.							Totals.			
	First Primer.	Second Primer.	First Reader	Second Reader	Third Reader	Fourth Reader	Fifth Reader	Elementary.	Secondary.	Colleges.	Grand Total.
1901.....	5,598	2,928	2,139	3,427	3,833	2,748	.....	20,678	584	.....	123,615
1902.....	5,481	2,197	2,741	3,577	4,019	3,596	.....	23,117	784	.....	23,901
1903.....	5,304	2,337	2,557	3,579	4,399	4,515	.....	23,643	856	.....	24,499
1904.....	5,581	2,425	3,017	3,441	4,515	5,277	.....	24,806	981	.....	25,787
1905.....	5,780	2,597	3,391	3,812	4,358	5,825	.....	26,264	1,090	.....	27,354
1906.....	5,896	2,808	3,416	3,779	4,718	6,669	.....	27,256	1,236	.....	28,522
1907.....	6,035	2,837	3,608	4,226	5,122	6,856	.....	28,684	1,355	.....	30,039
1908.....	6,846	3,336	4,055	4,678	5,469	7,369	.....	31,753	1,470	91	33,314
1909.....	7,295	3,486	4,254	4,773	6,646	7,835	.....	34,289	1,809	129	36,227
1910.....	8,316	3,960	4,530	5,359	6,997	8,467	.....	37,629	2,041	152	39,822
1911.....	9,636	4,567	5,592	5,946	8,683	9,134	.....	42,957	1,988	180	45,125
1912.....	10,003	5,137	6,469	7,045	8,978	10,009	176	47,641	2,327	202	50,170
1913.....	11,495	6,856	7,068	8,461	11,099	10,619	106	54,598	2,786	224	57,608
1914.....	12,276	5,881	7,072	9,428	13,023	11,160	141	58,809	3,418	306	62,263
1915.....	11,507	5,764	7,414	9,739	14,145	11,679	104	60,248	4,016	360	64,624
1916.....	10,439	5,173	6,685	10,093	15,243	11,964	203	59,597	4,973	.....	64,570
1917.....	10,735	4,764	6,016	10,497	15,782	12,234	249	60,028	5,090	.....	65,118
1918.....	11,012	4,941	5,873	10,233	17,343	12,757	207	62,159	5,357	.....	67,516
1919.....	12,936	5,215	6,197	10,853	17,727	12,953	272	65,881	6,078	.....	72,006

¹Including 2,353 of whom the classification was not given.

²Including 47 of whom the classification was not given.

Elimination in School Grades

As already hinted at in the introduction to the tables of distribution by grades and elsewhere these historical tables indicate growth and symptoms, but they should not be used as a basis for any definite calculations. It is unfortunate that no statistics are available to show the actual elimination in the grades. By this is meant that we cannot say how many of those who begin school arrive at grade VIII or do any work of secondary grade before permanently leaving school. It is next to impossible to devise a table which would give this information, and if it were devised it is a question whether the 50,000 odd teachers throughout the Dominion could ever be induced to fill it in. To procure an accurate record it would be necessary to know the life history of each pupil, which of course would be impossible. Large samples from each province used in connection with an age, sex and grade table such as is given on page 56 might help to form a very close estimate, but conditions differ so widely in different communities within the same province that even this might be futile. If the exact number of beginners and repeaters in each grade and at each age were known, then a very close approximation could be made of the number who reach a certain grade before leaving school; but the work of compiling such a table would be enormous. The United States Bureau of Education makes an estimate of this by very intricate calculation, but it is based on

so many assumptions that it is a question whether the results are sufficiently reliable to justify the labour expended.

A table of age, sex and grade submitted by the Dominion Bureau of Statistics has been approved by most of the provincial Departments of Education. This table is almost identical in form with tables 39, 40 and 41, collected by Nova Scotia, Saskatchewan and Alberta in 1919, 1916 and 1915, respectively, except that the ages are from 5 and under to 21 and over, that sex is included and that for each age is asked the question, "Number beginning and repeating grade I within the year." This question should give approximately the annual crop of children beginning school each year. It is possible that in time the number beginning and repeating each grade may be ascertained, when from a knowledge of the number entering school each year and of the repetition in each grade, a fairly close approximation will be obtained of the number who arrive at a certain grade.

The above tables give but very vague indications of this elimination or survival. Thus, to say that there are 1,000 in grade I in 1912 and 60 in grade VIII in 1919, does not mean that only 60 of the 1,000 have reached grade VIII. They are not necessarily the same pupils. A large proportion of grade VIII may have been in grade VIII in 1918, and a similar repetition may have taken place in the other grades. It would be still less true to say that only 6 per cent of those who begin school arrive at grade VIII; for one thing, grade I seems to take more than one year. However, if grades I-IV take the same number of years as grade V-VIII, and if from year to year there is a much smaller number in the latter than in the former, it must mean that a serious elimination is taking place. Tables 35 to 38 show the proportions in each of the three groups in Nova Scotia and the Prairie Provinces and the percentage of the total in each group of four grades into which school life is divided, namely, grades I-IV, grades V-VIII and grades IX-XII. The groups are separated for the reason that in most provinces grade IV (grade V in Nova Scotia) seems to be a sort of a dead line, and grades IX to XII are secondary grades. There is no doubt that the proportions these groups bear to one another are symptomatic and still more so the changes taking place in these proportions from year to year. It must be borne in mind, however, that only about half or less of grade I are beginners.

33.—Nova Scotia Publicly Controlled Schools: Distribution by numbers and percentages of Pupils, exclusive of Kindergarten Pupils, by Groups of Four Grades, 1894-1919.

Year.	Number in Grades.				Percentage of Total Enrolment in Grades.		
	I-IV.	V-VIII.	IX-XII.	Total.	I-IV.	V-VIII.	IX-XII.
1894.....	56,648	36,258	4,326	97,232	58.26	37.29	4.45
1895.....	57,220	37,143	5,259	99,622	57.44	37.28	5.28
1896.....	57,200	37,059	6,116	100,375	56.99	36.92	6.09
1897.....	57,309	36,698	6,556	100,563	56.99	36.49	6.52
1898.....	57,138	36,216	7,123	100,477	56.87	36.04	7.09
1899.....	56,662	35,930	7,574	100,166	56.57	35.87	7.56
1900.....	56,572	35,753	7,249	99,574	56.81	35.91	7.28
1901.....	56,241	34,210	7,296	97,747	57.54	34.99	7.47
1902.....	58,264	33,033	7,140	98,437	59.19	33.56	7.23
1903.....	58,806	32,068	7,081	97,955	60.03	32.74	7.23
1904.....	57,924	31,146	6,995	96,065	60.30	32.42	7.28
1905.....	59,810	32,327	7,286	99,423	60.16	32.51	7.33
1906.....	60,665	31,295	7,639	99,599	60.91	31.42	7.67
1907.....	60,389	31,061	7,646	99,096	60.99	31.35	7.71
1908.....	59,547	31,612	7,913	99,072	60.14	31.90	7.96
1909.....	60,657	32,234	8,124	101,015	60.05	31.91	8.04
1910.....	60,894	31,800	8,657	101,351	60.08	31.38	8.54
1911.....	61,454	31,804	8,676	101,934	60.29	31.20	8.51
1912.....	62,166	31,469	8,668	102,303	60.77	30.76	8.47
1913.....	64,200	31,337	8,636	104,173	61.63	30.08	8.29
1914.....	64,490	31,904	8,903	105,297	61.25	30.39	8.45
1915.....	64,237	32,835	9,477	106,549	60.29	30.82	8.89
1916.....	65,927	32,319	9,726	107,972	61.06	29.93	9.01
1917.....	65,553	33,190	9,088	107,831	60.79	30.78	8.43
1918.....	64,405	33,126	9,197	106,728	60.34	31.04	8.62
1919.....	64,080	32,474	9,138	105,692	60.63	30.73	8.64

34.—Manitoba Publicly Controlled Schools: Distribution by numbers and Percentages of Pupils, exclusive of Kindergarten Pupils, by Groups of Four Grades, 1902-1919.

Year.	Number in Grades.				Percentage of Total Enrolment in Grades.		
	I-IV.	V-VIII.	IX-XII.	Total.	I-IV.	V-VIII.	IX-XII.
1902	36,721	14,788	2,647	54,156	67.81	27.30	4.89
1903	37,807	16,487	2,915	57,209	66.08	28.82	5.10
1904	38,810	16,641	3,070	58,521	66.31	28.44	5.25
1905	42,165	17,884	3,238	63,287	66.62	28.26	5.12
1906	43,026	17,518	3,579	64,123	67.10	27.32	5.58
1907	44,859	18,176	4,069	67,104	66.85	27.08	6.07
1908	46,366	20,090	4,575	71,031	65.28	28.26	6.44
1909	47,105	21,239	5,100	73,444	64.14	28.92	6.94
1910	49,305	21,289	5,653	76,247	64.66	27.92	7.42
1911	52,952	21,540	6,336	80,828	65.51	26.65	7.84
1912-3	57,925	20,757	4,996	83,678	69.22	24.81	5.97
1914	65,565	22,870	5,518	93,953	69.78	24.34	5.88
1915	68,753	25,823	6,387	100,963	68.10	25.58	6.32
1916	69,730	27,370	6,696	103,796	67.18	26.37	6.45
1917	71,499	28,795	6,294	106,588	67.08	27.02	5.90
1918	72,431	30,915	6,579	109,925	65.89	28.12	5.99
1919	75,775	32,074	6,803	114,652	66.09	27.98	5.93

35.—Saskatchewan Publicly Controlled Schools: Distribution by numbers and percentages of Pupils exclusive of Kindergarten Pupils, by Groups of Four Grades, 1903—1919.

Year	Number in Grades				Percentage of total enrolment in grades		
	I-IV	V-VIII	IX-XII	Total	I-IV	V-VIII	IX-XII
1903	27,186	5,299	706	33,191	81.91	15.97	2.12
1904	33,429	6,671	933	41,033	81.47	16.26	2.27
1905	20,264	4,307	620	25,191	80.44	17.10	2.46
1906	25,229	5,237	809	31,275	80.67	16.74	2.59
1907	30,194	6,600	828	37,622	80.26	17.54	2.20
1908	36,863	9,380	843	47,086	78.29	19.92	1.79
1909	41,800	11,289	2,027	55,116	75.83	20.49	3.68
1910	49,472	13,295	2,606	65,373	75.68	20.34	3.98
1911	53,878	15,303	3,042	72,223	74.60	21.19	4.21
1912	60,448	17,786	3,643	81,877	73.83	21.72	4.45
1913	75,512	21,495	4,549	101,556	74.36	21.16	4.48
1914	8,3160	25,056	5,769	113,985	72.96	21.98	5.06
1915	87,649	28,423	6,790	122,862	71.34	23.13	5.53
1916	92,248	30,086	7,105	129,439	71.27	23.24	5.49
1917	100,483	34,855	7,279	142,617	70.46	24.44	5.10
1918	106,164	37,673	7,489	151,326	70.16	24.90	4.94
1919	112,811	42,408	9,000	164,219	68.70	25.82	5.48

36.—Alberta Publicly Controlled Schools: Distribution by numbers and percentages of Pupils, including Kindergarten Pupils, by Groups of Four Grades, 1903-1919.

Year	Number in Grades				Percentage of total enrolment in grades		
	I-IV	V-VIII	IX-XII	Total	I-IV	V-VIII	IX-XII
1905				585	24,254		2.41
1906				761	28,784		2.64
1907				882	34,338		2.28
1908				1,172	39,653		2.96
1909				1,747	46,048		3.79
1910				2,088	55,307		3.77
1911				2,434	61,660		3.95
1912	49,562	18,109	2,743	70,414	70.38	25.70	3.92
1913	56,381	20,365	3,163	79,909	70.43	35.48	4.09
1914	61,610	24,326	3,974	89,910	68.52	27.04	4.44
1915	63,976	28,077	5,233	97,286	65.76	28.86	5.38
1916	63,487	29,959	5,755	99,201	63.99	30.20	5.81
1917	67,759	33,818	6,150	107,727	62.99	31.39	5.62
1918	68,780	35,381	6,948	111,109	61.91	31.84	6.25
1919	73,341	39,794	7,932	121,567	60.74	32.73	6.52

Elimination by Ages and Grades.

A better study of elimination may be made by means of the three following tables representing three different provinces, Nova Scotia for the year 1919, Saskatchewan rural schools for the year 1916 and Alberta for the year 1915. These are the only tables of the kind available in Canada and may be useful as samples to indicate tendencies.

37.—Nova Scotia Publicly Controlled Schools: Distribution of Enrolment by Age and Grade, 1919.

Grade.	Under 5 years.	Over 5 years.	Over 6 years.	Over 7 years.	Over 8 years.	Over 9 years.	Over 10 years.	Over 11 years.	Over 12 years.	Over 13 years.	Over 14 years.	Over 15 years.	Over 16 years.	Total.
Kindergarten..	366	522	367	172	64	31	20	6	3	2	.....	.....	.....	1,553
Grade—														
I.....	1,021	6,665	8,071	6,174	3,676	1,801	857	483	220	120	49	16	13	29,166
II.....	11	103	1,361	3,039	3,033	2,135	1,187	663	356	161	63	17	5	12,133
III.....	6	154	1,384	2,870	2,672	2,001	1,197	682	332	164	41	20	11,523	
IV.....	13	229	1,466	2,724	2,536	1,793	1,170	603	283	52	23	10,892		
V.....	1	1	65	393	1,714	2,564	2,409	1,702	1,052	486	135	44	10,866	
VI.....	1	3	47	336	1,530	2,304	2,041	1,431	666	209	63	8,631		
VII.....	2	2	66	365	1,386	1,982	1,693	1,029	441	101	7,072			
VIII.....	2	4	73	431	1,272	1,736	1,382	638	204	5,742				
IX.....	.....	.....	7	84	405	1,287	1,602	1,122	637	5,144				
X.....	.....	.....	.....	1	34	187	641	805	830	2,498				
XI.....	.....	.....	.....	.....	1	14	123	360	840	1,338				
XII.....	.....	.....	.....	.....	1	4	29	210	244					
All grades....	1,387	7,297	9,968	11,068	11,553	11,483	11,450	10,757	9,868	8,624	6,492	3,865	2,990	106,802

38.—Saskatchewan Publicly Controlled Rural Schools:—Distribution of Enrolment, exclusive of Kindergarten Pupils, by Age and Grade, 1916.

Grades.	Under 6 years.	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	Over 20 yrs.	Total by grades
I.....	1,618	4,733	4,112	2,700	1,494	842	450	301	142	50	20	3	1	.....	.....	16,466
II.....	11	311	1,048	1,361	1,201	806	497	300	149	54	25	9	6	.....	.....	5,755
III.....	3	50	398	1,127	1,420	1,213	915	547	317	135	57	16	3	2	1	4	6,208
IV.....	2	58	358	976	1,301	1,154	922	599	305	103	33	10	4	1	5,826
V.....	3	53	221	624	835	868	606	342	132	42	14	2	.....	.....	3,742	
VI.....	3	1	7	41	192	400	503	478	313	151	48	20	6	2	.....	2,165
VII.....	.....	.....	8	50	159	312	376	272	158	50	12	6	2	2	2	1,404
VIII.....	.....	.....	16	71	216	324	303	185	96	21	7	3	2	1	1	2,147
Junior Form.....	.....	.....	.....	.....	.....	.....	2	2	2	3	3	2	1	.....	1	15
Middle Form.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	1	.....	1
Senior Form.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total by ages....	1,632	5,099	5,620	5,606	5,361	5,044	4,481	3,969	2,993	1,776	834	300	90	29	8	10	42,852

39.—Alberta Publicly Controlled Schools:—Distribution of Enrolment, exclusive of Kindergarten Pupils, 1915.

Age.	Elementary Grades.								Secondary Grades.				Total.		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary	Second- ary.	Grand Total.
5.....	703	7	—	—	—	—	—	—	—	—	—	—	—	—	710
6.....	7,104	224	13	—	—	—	—	—	—	—	—	—	7,341	—	7,341
7.....	6,937	2,955	349	20	1	—	—	—	—	—	—	—	10,262	—	10,262
8.....	3,347	4,335	2,112	321	21	1	1	—	—	—	—	—	10,138	—	10,138
9.....	1,383	2,610	3,590	1,753	309	38	2	—	—	—	—	—	9,685	—	9,685
10.....	669	1,288	2,836	2,954	1,384	437	64	9	—	—	—	—	9,605	—	9,605
11.....	301	677	1,556	2,435	2,323	1,235	376	100	8	—	—	—	9,003	8	9,011
12.....	206	333	848	1,695	2,054	1,913	985	324	51	1	—	—	8,358	52	8,410
13.....	115	172	451	856	1,347	1,784	1,471	1,109	280	22	3	1	7,305	306	7,611
14.....	38	81	188	341	584	920	1,124	1,394	614	204	34	3	4,672	855	5,527
15.....	13	31	54	146	232	386	548	1,004	752	455	117	13	2,413	1,337	3,750
16.....	8	7	16	36	56	87	168	425	526	475	248	54	799	1,303	1,303
17.....	5	3	2	6	23	24	53	121	233	302	232	91	237	558	1,095
18.....	1	0	1	2	3	8	14	38	50	146	171	76	66	443	509
19.....	0	0	2	0	0	1	3	4	18	35	66	27	10	146	156
20.....	0	1	2	1	2	0	0	7	4	15	28	18	13	65	78
21 and over.	0	0	0	0	0	0	0	1	8	14	14	24	1	60	61
Totals	20,830	12,724	12,020	10,565	8,300	6,834	4,809	4,536	2,544	1,669	913	307	80,618	5,433	86,051

SURVEY OF EDUCATION IN CANADA

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40.—Alberta Publicly Controlled Schools:—Percentage Distribution of Ages by Grades, exclusive of Kindergarten Pupils, 1915.

Ages.	Elementary Grades.								Secondary Grades.				Total.	
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- mentary	Second- ary.
5....	99.01	0.99	—	—	—	—	—	—	—	—	—	—	100	0
6....	96.77	3.05	0.18	—	—	—	—	—	—	—	—	—	100	0
7....	67.60	28.83	3.40	0.16	0.01	—	—	—	—	—	—	—	100	0
8....	33.01	42.76	20.83	3.10	0.20	0.01	0.01	—	—	—	—	—	100	0
9....	14.28	26.95	37.07	18.10	3.19	0.39	0.02	—	—	—	—	—	100	0
10....	6.97	13.36	29.53	30.75	14.41	4.55	0.67	0.09	—	—	—	—	100	0
11....	3.22	7.52	17.28	27.05	25.80	13.72	4.18	1.11	0.09	—	—	—	99.91	0.09
12....	2.45	3.96	10.09	20.15	24.43	22.75	11.71	3.85	0.61	0.01	—	—	99.38	0.62
13....	1.51	2.26	5.93	11.25	17.69	23.44	19.31	14.57	3.68	0.29	0.04	—	95.99	4.01
14....	0.69	1.47	3.40	6.17	10.57	16.64	20.34	25.22	11.11	3.69	0.61	0.06	84.53	15.47
15....	0.35	0.83	1.44	3.90	6.19	10.29	14.61	26.90	20.06	12.13	3.12	0.35	64.34	35.66
16....	-0.38	0.33	0.76	1.71	2.52	4.14	8.00	20.22	25.02	22.59	11.79	2.57	38.03	61.97
17....	0.46	0.28	0.19	0.55	2.10	1.28	4.84	11.05	21.28	27.58	21.19	8.31	21.64	78.36
18....	-0.20	0.00	0.20	0.40	0.60	1.6	2.75	7.46	9.82	28.68	33.60	14.73	12.97	87.03
19....	0.00	0.00	1.28	0.00	0.00	0.64	1.92	2.56	11.55	22.43	42.31	17.31	6.42	93.58
20....	0.00	1.28	2.56	1.28	2.56	0.00	0.00	8.96	5.12	19.23	35.89	23.08	16.68	83.32
21 and over....	-	-	-	-	-	-	1.64	13.12	22.95	22.95	39.34	1.64	-	98.36

41.—Alberta Publicly Controlled Schools:—Percentage Distribution of Grades by Ages, exclusive of Kindergarten Pupils, 1915.

Age.	Elementary Grades.								Secondary Grades.			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
5.....	3.38	0.05	—	—	—	—	—	—	—	—	—	—
6.....	34.10	1.76	0.01	—	—	—	—	—	—	—	—	—
7.....	33.30	23.22	2.90	0.19	0.01	—	—	—	—	—	—	—
8.....	16.07	34.07	17.57	3.04	0.25	0.01	0.02	—	—	—	—	—
9.....	3.21	20.51	29.87	16.59	3.72	0.56	0.04	—	—	—	—	—
10....	1.45	10.12	23.59	27.96	16.67	6.39	1.33	0.20	—	—	—	—
11....	0.99	5.32	12.95	23.05	27.99	18.07	7.82	2.20	0.31	—	—	—
12....	0.55	2.62	7.05	16.04	24.75	27.99	20.48	7.14	2.00	0.06	—	—
13....	0.18	1.35	3.75	8.10	16.23	26.10	30.59	24.45	11.01	1.32	0.33	0.32
14....	0.06	0.63	1.56	3.22	7.04	13.46	23.37	30.73	24.13	12.22	3.72	0.96
15....	0.04	0.24	0.45	1.38	2.80	5.65	11.40	22.13	29.59	27.26	12.81	4.23
16....	0.02	0.06	0.13	0.34	0.64	1.27	3.49	9.37	20.68	28.46	27.16	17.59
17....	0.004	—	—	—	1.28	0.35	1.10	2.67	9.16	18.09	25.41	29.64
18....	—	—	—	—	0.03	0.12	0.29	0.84	2.00	8.75	18.73	24.76
19....	—	—	—	—	—	—	0.06	0.09	0.66	2.10	7.23	8.79
20....	—	—	—	—	—	—	—	0.16	0.16	0.89	3.07	5.80
21 and over....	—	—	—	—	—	—	—	0.02	0.32	0.84	1.51	7.81
Average age of Grade.....	6.94	8.54	9.84	10.78	11.86	12.45	13.42	14.07	14.95	15.91	16.87	17.68

Ages at School.

Tables 37 to 41 are clear on one point at least—the ages at which children drop out of school. They also show that the age distribution is not nearly so bad as the grade distribution; that is, if it were not for retardation, a very respectable number would arrive at the upper grades before leaving school. It will be worth while calculating the proportion at the age of 12 and 13 (the usual age of leaving school) in grades I-IV. The chances are strong that a much larger proportion of these drop out than of those of the same age in the upper grades. Using the same proportion, however, it will be easy to estimate the minimum proportion of children leaving school at this low stage of advancement. With this and several other points in view it may be well to study what age distributions are given from year to year even by a few provinces. The provinces not included in tables 42 to 45 do not state the age of their school enrolment. Nova Scotia gives three groups—the number attending under 5 years, from 5 to 15, and over 15. Table 42, giving these groups for a long period of years, will serve the purpose of indicating (1) whether the tendency is for children to drop out at an earlier age at present than in the past and (2) whether the age of beginning school is earlier or later than in former years. The first enquiry should have special interest when compared with table 33 and the grade distribution for each year; the second should serve to indicate that the increasing proportions in grade I are not due to the fact that children begin school at an earlier age than heretofore.

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42.—Nova Scotia Publicly Controlled Schools: Ages of Pupils enrolled, 1894-1919.

Year.	Number enrolled				Percentages		
	Number under 5	Over 5 under 15	Over 15	Total	Under 5 yrs.	Over 5 under 15	Over 15
1894.....	1,631	89,719	7,360	98,710	1·65	90·89	7·46
1895.....	1,741	90,371	8,443	100,555	1·73	89·87	8·40
1896.....	1,943	90,322	8,767	101,032	1·92	89·40	8·68
1897.....	1,995	90,199	8,651	100,845	1·98	89·44	8·58
1898.....	2,202	90,103	8,898	101,203	2·18	89·03	8·79
1899.....	2,100	89,709	8,808	100,617	2·09	89·16	8·75
1900.....	2,129	89,949	8,051	100,129	2·13	89·93	8·04
1901.....	2,135	88,430	7,845	98,410	2·17	89·86	7·97
1902.....	2,320	88,823	7,916	99,059	2·34	89·67	7·99
1903.....	2,031	89,136	7,601	98,768	2·06	90·25	7·69
1904.....	1,894	87,803	7,189	98,866	1·94	90·64	7·42
1905.....	2,060	90,637	7,555	100,252	2·05	90·41	7·54
1906.....	1,815	90,774	7,743	100,332	1·81	90·47	7·72
1907.....	1,737	90,774	7,496	100,007	1·74	90·77	7·49
1908.....	1,569	90,984	7,552	100,105	1·57	90·89	7·54
1909.....	1,878	91,706	8,096	101,680	1·85	90·19	7·96
1910.....	1,659	92,380	7,996	102,035	1·63	90·52	7·85
1911.....	1,544	93,239	8,127	102,910	1·50	90·60	7·90
1912.....	1,815	94,001	8,168	103,984	1·74	90·40	7·86
1913.....	1,643	95,931	7,695	105,269	1·56	91·13	7·31
1914.....	1,787	96,612	7,952	106,351	1·68	90·84	7·48
1915.....	1,585	97,815	8,368	107,768	1·47	90·76	7·77
1916.....	1,612	99,330	8,247	109,189	1·48	90·97	7·55
1917.....	1,472	100,226	7,334	109,032	1·35	91·91	4·74
1918.....	1,275	99,273	7,549	108,097	1·18	91·83	6·99
1919.....	1,320	98,557	7,105	106,982	1·23	92·12	6·65

43.—New Brunswick Publicly Controlled Schools: Ages of Pupils enrolled, 1902-1919.

Year.	Under 6 yrs	Between 6 and 15	Over 15	Total
1902.....	1,522	55,350	3,605	60,477
1903.....	1,128	54,272	3,359	58,759
1904.....	1,117	55,619	3,664	60,400
1905.....	1,000	55,941	3,740	60,681
1906.....	850	55,271	3,430	59,551
1907.....	889	56,247	3,262	60,395
1909.....	969	57,478	3,490	61,937
1910.....	1,097	58,121	3,776	62,994
1911.....	986	58,598	3,489	63,073
1912.....	956	59,048	3,560	63,564
1913.....	1,008	59,306	3,266	63,580
1914.....	938	59,988	3,384	64,310
1915.....	906	62,232	3,367	66,505
1916.....	799	62,581	3,168	66,548
1917.....	698	60,925	3,153	64,776
1918.....	669	61,417	2,762	64,848
1919.....	658	61,661	2,601	64,920

44.—Quebec Publicly Controlled Schools: Ages of Pupils enrolled, 1901-1918.

Year.	5 to 6 years	7 to 13 years	14 to 15 yrs.	16 to 17 yrs.	Total
1901.....	56,640	231,434	19,796	6,011	314,881
1902.....	57,396	236,821	20,977	6,094	321,288
1903.....	58,799	240,226	20,889	6,269	326,183
1904.....	58,155	242,949	21,919	6,643	329,666
1905.....	58,467	249,870	22,113	6,318	335,768
1906.....	58,179	255,122	21,989	6,518	341,808
1907.....	59,496	257,981	23,124	7,013	347,614
1908.....	60,901	262,221	23,382	6,440	352,944
1909.....	62,744	273,051	24,379	6,838	367,012
1910.....	66,773	274,285	26,151	7,338	374,547
1911.....	72,320	280,879	28,375	7,549	389,123
1912.....	76,830	288,984	27,424	6,798	400,036
1913.....	79,594	297,347	27,708	7,135	411,784
1914.....	83,498	313,367	30,830	8,200	435,895
1915.....	84,410	323,070	32,634	7,973	448,087
1916.....	89,100	330,852	35,077	9,418	464,447
1917.....	89,732	330,981	33,182	9,495	463,390
1918.....	91,269	335,320	31,618	8,575	467,508
1919.....					486,201

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45.—Manitoba Publicly Controlled Schools; Registration of Pupils according to Age and School Population, 1902-1920.

	School ¹ Population, 5-18 years.	Pupils under 5 years.	5 to 11 years.	12 to 16 years.	17 to 21 years.	over 21 years.	Total Number of Regis- tered Pupils.
1902.....	64,629	102	33,086	18,704	2,059	105	54,056
1903.....	66,603	92	35,288	19,856	2,106	87	57,409
1904.....	68,157	71	34,969	20,980	2,381	146	58,574
1905.....	73,512	115	38,812	22,196	2,078	86	63,287
1906.....	77,044	95	39,508	22,296	2,110	114	64,123
1907.....	81,013	94	41,337	23,484	2,140	89	67,144
1908.....	87,677	78	42,626	25,733	2,430	114	71,031
1909.....	89,778	249	43,060	26,685	2,638	92	73,044
1910.....	93,206	95	46,155	27,241	2,699	57	76,247
1911.....	98,812	107	50,027	28,164	2,465	85	80,848
1912-3.....	99,750	132	54,525	26,539	2,339	84	83,670
1914.....	107,019	87	60,407	30,373	2,928	158	93,954
1915.....	115,928	136	64,254	33,079	3,260	234	100,963
		5 to 6	7 to 13	14 to 18	19 to 21		
1916.....	118,703	6,392	69,162	27,028	1,204	10	103,796
		5	6	7	8	9	
1917.....	130,725	9,577	12,224	12,142	11,562	10,414	4,560
1918.....	134,829	9,813	12,166	12,576	12,429	12,236	9,304
1919.....	138,352	1,565	10,276	13,058	13,083	13,156	12,900
1920.....	141,266	1,517	10,778	13,899	14,334	13,752	13,388

¹ According to a census taken by the school authorities. Compare the figures of 1911 and 1916 with pages 21 and 33.

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Distribution by Sex.

The following seven historical tables will reveal the remarkable and alarming differentiation between the two sexes in the distribution by grades. They are given for Nova Scotia and Alberta as the only provinces which supply information of this kind.

46.—Nova Scotia Publicly Controlled Schools, Enrolment of Boys by Grade, exclusive of Kindergarten Pupils, 1904 to 1919.

Year.	Elementary Grades.								Secondary Grades.				Total.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elementary.	Secondary	Grand Total.
1904.....	10,727	7,022	6,557	6,317	5,052	3,975	3,625	2,612	1,476	641	305	74	45,887	2,496	48,383
1905.....	10,748	7,331	6,810	6,667	5,409	4,204	3,562	2,724	1,696	643	313	80	47,505	2,732	50,237
1906.....	12,141	6,576	6,729	6,609	5,225	3,899	3,321	2,488	1,733	668	303	71	46,988	2,775	49,763
1907.....	12,450	6,243	6,388	6,648	5,549	4,279	2,821	2,265	1,673	722	333	64	46,643	2,792	49,435
1908.....	12,723	6,064	6,119	6,353	5,354	4,356	2,857	2,171	1,809	698	405	73	46,470	2,985	49,482
1909.....	13,146	6,286	6,099	6,099	5,695	4,683	2,975	2,383	1,709	881	397	89	47,366	3,076	50,442
1910.....	13,529	6,151	5,999	6,061	5,991	4,500	3,156	2,388	1,806	862	423	90	47,375	3,181	50,556
1911.....	13,768	6,125	6,056	5,893	5,388	4,485	3,220	2,456	1,825	867	424	95	47,388	3,211	50,599
1912.....	14,085	6,179	6,225	5,969	5,419	4,150	3,068	2,370	1,826	844	375	87	47,465	3,132	50,597
1913.....	14,536	6,245	6,235	6,280	5,408	4,149	3,002	2,263	1,808	855	414	98	48,118	3,175	51,293
1914.....	15,064	6,256	6,132	6,315	5,612	4,140	3,139	2,245	1,724	966	396	120	48,903	3,216	52,119
1915.....	14,692	6,594	6,272	6,173	5,922	4,506	3,052	2,393	1,868	953	504	111	49,604	3,436	53,040
1916.....	15,472	6,764	6,223	6,066	5,515	4,540	3,017	2,282	1,946	952	465	103	49,849	3,466	53,315
1917.....	15,606	6,608	6,392	5,724	5,790	4,430	3,069	2,313	1,690	849	431	81	49,932	3,051	52,983
1918.....	15,112	6,393	6,355	5,656	5,573	4,381	3,160	2,351	1,738	822	413	109	48,981	3,082	52,063
1919.....	15,657	2,270	5,999	5,600	5,553	4,167	3,112	2,385	1,699	794	431	100	48,743	3,024	51,767

47.—Nova Scotia Publicly Controlled Schools: Enrolment of Girls by Grades, exclusive of Kindergarten Pupils, 1904-1919.

Year.	Elementary Grades								Secondary Grades.				Total.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elementary.	Secondary	Grand Total.
1904.....	9,251	5,992	6,078	5,980	4,910	4,049	3,793	3,130	2,541	1,331	606	21	43,183	4,499	47,682
1905.....	9,479	6,510	6,052	6,163	5,197	4,207	3,903	3,121	2,691	1,216	612	35	44,632	4,554	49,186
1906.....	10,527	5,991	6,065	6,027	5,312	4,108	3,795	3,147	2,747	1,403	675	39	44,972	4,864	49,836
1907.....	11,198	5,540	5,884	6,038	5,471	4,411	3,337	2,928	2,705	1,395	705	49	44,807	4,854	49,661
1908.....	11,198	5,727	5,526	5,837	5,570	4,545	3,430	2,829	2,859	1,323	684	62	44,662	4,928	49,590
1909.....	11,689	5,711	5,765	5,862	5,551	4,685	3,389	2,873	2,683	1,582	707	76	45,525	5,048	50,573
1910.....	12,102	5,514	5,637	5,901	5,196	4,691	3,487	2,791	2,955	1,704	732	85	45,319	5,476	50,795
1911.....	12,399	5,642	5,718	5,855	4,275	4,451	3,693	2,839	2,892	1,683	799	91	45,870	5,463	51,335
1912.....	12,435	5,680	5,762	5,831	5,305	4,484	3,562	3,111	2,821	1,825	769	121	46,170	5,536	51,706
1913.....	13,043	5,876	5,793	6,192	5,378	4,527	3,559	3,051	2,856	1,697	800	108	47,419	5,461	52,880
1914.....	13,062	5,727	6,000	5,934	5,476	4,560	3,650	3,082	2,950	1,801	833	103	47,419	5,687	53,178
1915.....	12,831	5,887	6,003	5,785	5,571	4,756	3,595	3,040	3,266	1,745	910	120	47,468	6,041	53,509
1916.....	13,385	6,224	5,785	6,008	5,423	4,795	3,719	3,058	3,177	1,989	969	125	48,397	6,260	54,657
1917.....	13,801	5,992	6,007	5,423	5,767	4,697	3,914	3,210	3,014	1,993	918	112	48,811	6,037	54,848
1918.....	13,601	6,096	5,894	5,298	5,355	4,830	3,915	3,381	3,143	1,862	988	122	48,550	6,115	54,665
1919.....	13,756	5,841	5,664	5,293	5,414	4,481	3,940	3,422	3,336	1,725	911	142	47,811	6,114	53,925

48.—Nova Scotia Publicly Controlled Schools: Percentage in each Grade of total Enrolment of Boys, 1904-1919.

Year.	Elementary Grades.								Secondary Grades.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.
1904.....	22.17	14.51	13.55	13.06	10.44	8.22	7.49	5.40	3.05	1.32	0.63	0.15
1905.....	21.39	14.69	13.56	13.27	10.77	8.37	7.09	5.42	3.33	1.28	0.62	0.16
1906.....	24.40	13.21	13.52	13.28	10.50	7.84	6.67	5.00	3.48	1.34	0.61	0.14
1907.....	25.18	12.63	12.92	13.45	11.22	8.66	5.71	4.58	3.38	1.46	0.67	0.13
1908.....	25.71	12.25	12.37	12.84	11.83	8.80	5.77	4.39	3.66	1.41	0.82	1.15
1909.....	26.06	12.46	12.09	12.09	11.29	9.28	5.90	4.72	3.39	1.75	0.79	0.17
1910.....	26.76	12.16	11.87	11.99	11.06	8.90	6.24	4.72	3.57	1.71	0.84	0.18
1911.....	27.21	12.10	11.97	11.65	10.64	8.86	6.36	4.85	3.61	1.71	0.84	0.19
1912.....	27.84	12.21	12.30	11.80	10.71	8.20	6.06	4.68	3.61	1.67	0.74	0.17
1913.....	28.34	12.18	12.16	12.24	10.54	8.09	5.85	4.41	3.52	1.67	0.81	0.19
1914.....	28.90	12.00	11.71	12.12	10.77	7.94	6.02	4.31	3.33	1.85	0.76	0.23
1915.....	27.70	12.43	11.82	11.64	11.17	8.50	5.75	4.51	3.52	1.80	0.95	0.21
1916.....	29.02	12.69	11.67	11.38	10.34	8.52	5.66	4.22	3.65	1.79	0.87	0.19
1917.....	29.45	12.47	12.06	10.80	10.93	8.36	5.79	4.37	3.19	1.60	0.81	0.15
1918.....	29.03	12.28	12.21	10.86	10.70	8.41	6.07	4.52	3.34	1.58	0.79	0.21
1919.....	30.25	12.11	11.59	10.82	10.73	8.05	6.01	4.61	3.28	1.53	0.83	0.19

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49.—Nova Scotia Publicly Controlled Schools: Percentage in each Grade of total Enrolment of Girls, during the Years 1904-1919.

Year.	Elementary Grades.								Secondary Grades.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.
1904	19.40	12.57	12.75	12.54	10.30	8.49	7.95	6.56	5.33	2.79	1.27	0.04
1905	19.27	13.24	12.30	12.53	10.57	8.55	7.94	6.35	5.47	2.47	1.24	0.07
1906	21.12	12.02	12.17	12.09	10.66	8.24	7.61	6.31	5.51	2.82	1.35	0.08
1907	22.55	11.16	11.84	12.16	11.02	8.88	6.72	5.90	5.45	2.81	1.41	0.10
1908	22.58	11.55	11.14	11.77	11.23	9.17	6.92	5.70	5.77	2.67	1.38	0.12
1909	23.11	11.29	11.40	11.59	10.98	9.26	6.70	5.68	5.31	3.13	1.40	0.15
1910	23.83	10.86	11.10	11.61	10.23	9.24	6.86	5.49	5.82	3.35	1.44	0.16
1911	24.15	11.06	11.14	11.40	10.27	8.67	7.19	5.53	5.63	3.28	1.55	0.17
1912	24.05	10.98	11.14	11.28	10.26	8.67	6.89	6.02	5.46	3.53	1.48	0.23
1913	24.66	11.11	10.95	11.71	10.17	8.56	6.73	5.77	5.40	3.21	1.51	0.20
1914	24.56	10.77	11.28	11.16	10.30	8.57	6.86	5.79	5.54	3.38	1.57	0.19
1915	23.98	11.00	11.22	10.81	10.41	8.89	6.72	5.68	6.10	3.26	1.70	0.22
1916	24.49	11.38	10.58	10.99	9.92	8.77	6.80	5.59	5.81	3.64	1.77	0.23
1917	25.16	10.92	10.95	9.88	10.51	8.56	7.13	5.85	5.49	3.63	1.67	0.20
1918	24.88	11.15	10.78	9.69	10.12	8.84	7.16	6.18	5.75	3.41	1.81	0.22
1919	25.51	10.83	10.50	9.81	10.04	8.31	7.31	6.35	6.19	3.20	1.69	0.26

50.—Nova Scotia Publicly Controlled Schools: Distribution by Numbers and Percentages of Boys and Girls, exclusive of Kindergarten Pupils, by Groups of Four Grades, 1902-1919.

Year.	Number in Grades.								Percentage of each sex in each Group.							
	Boys.				Girls.				Boys.				Girls.			
	I-IV.	V-VIII.	IX-XII.	Total.	I-IV.	V-VIII.	IX-XII.	Total.	I-IV.	V-VIII.	IX-XII.	Total.	I-IV.	V-VIII.	IX-XII.	
1902	30,900	16,419	2,614	50,013	27,364	16,614	4,446	48,424	61.78	32.83	5.39	56.51	34.31	9.18		
1903	31,008	15,825	2,616	49,449	27,798	16,243	4,455	48,506	62.71	32.00	5.28	57.31	33.49	9.20		
1904	30,643	15,264	2,496	48,403	27,301	15,882	4,499	47,682	63.31	31.53	5.16	57.26	33.31	9.43		
1905	31,606	15,899	2,732	50,237	28,204	16,428	4,554	49,186	62.92	31.63	5.44	57.34	33.40	9.26		
1906	32,055	14,933	2,775	49,763	28,610	16,362	4,864	49,835	64.41	30.00	5.58	57.41	32.83	9.76		
1907	31,729	14,914	2,794	49,437	28,660	16,147	4,854	49,661	64.18	30.18	5.66	57.71	32.51	9.77		
1908	31,259	15,238	2,985	49,482	28,288	16,375	4,928	49,591	63.17	30.80	6.03	57.05	33.01	9.94		
1909	31,630	15,736	3,076	50,442	29,027	16,498	5,048	50,573	62.70	31.20	6.10	57.41	32.62	9.98		
1910	31,740	15,633	3,183	50,558	29,154	16,165	5,476	50,795	62.78	30.92	6.30	57.39	31.82	10.78		
1911	31,842	15,546	3,211	50,599	29,612	16,258	5,465	51,335	62.93	30.72	6.35	57.63	31.67	10.65		
1912	32,476	15,007	3,132	50,615	29,708	16,462	5,536	51,706	64.18	29.64	6.18	57.45	31.84	10.71		
1913	33,296	14,822	3,175	51,293	30,904	16,516	5,461	52,581	64.91	28.90	6.19	58.44	31.23	10.33		
1914	33,767	15,136	3,216	52,119	30,723	16,768	5,687	53,178	64.78	29.04	6.17	57.77	31.53	10.69		
1915	33,761	15,873	3,436	53,040	30,506	16,962	6,041	53,509	63.59	29.92	6.48	57.00	31.71	11.29		
1916	34,525	15,324	3,466	53,315	31,402	16,995	6,260	54,657	64.75	28.75	6.50	57.45	31.09	11.46		
1917	34,330	15,602	3,051	52,983	31,223	17,588	6,037	54,848	64.79	29.45	5.76	56.91	32.33	11.04		
1918	33,516	15,465	3,082	52,063	30,889	17,661	6,115	54,665	64.37	29.73	5.90	56.50	32.30	11.19		
1919	33,526	15,217	3,024	51,767	30,554	17,257	6,114	53,925	64.77	29.39	5.84	56.66	32.00	11.34		

51.—Alberta Publicly Controlled Schools: Distribution by Ages and Grades of Boys enrolled, 1915.

Age.	Number Enrolled.												Grand Total.		
	Elementary Grades.						Secondary Grades.								
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.			
5.	337	1	—	—	—	—	—	—	—	—	—	—	338		
6.	3,620	113	5	—	—	—	—	—	—	—	—	—	3,728		
7.	3,705	1,393	169	14	1	—	—	—	—	—	—	—	5,282		
8.	1,839	2,151	1,078	167	12	1	—	—	—	—	—	—	5,248		
9.	785	1,418	1,830	803	137	12	1	—	—	—	—	—	4,986		
10.	378	719	1,539	1,394	464	208	21	5	—	—	—	—	4,908		
11.	164	382	324	1,240	1,144	594	171	37	6	—	—	—	4,556		
12.	111	199	515	908	1,045	902	466	157	23	1	—	—	4,303		
13.	63	105	283	475	703	906	715	522	134	12	—	—	3,772		
14.	31	41	128	200	344	458	533	608	238	83	19	1	2,349		
15.	8	25	37	80	131	198	279	436	288	159	52	6	1,194		
16.	3	6	11	22	34	49	78	168	183	167	116	31	371		
17.	2	2	2	2	9	18	22	44	89	96	83	49	317		
18.	1	—	1	—	2	5	5	9	25	46	68	24	163		
19.	—	—	—	—	—	—	—	4	7	7	27	10	51		
20.	—	1	1	—	1	—	—	5	4	6	11	9	38		
21.	—	—	—	—	—	—	—	1	7	4	4	13	28		
22.	—	—	—	—	—	—	—	—	—	—	—	—	—		
23.	—	—	—	—	—	—	—	—	—	—	—	—	—		
24.	—	—	—	—	—	—	—	—	—	—	—	—	—		
25.	—	—	—	—	—	—	—	—	—	—	—	—	—		
26.	—	—	—	—	—	—	—	—	—	—	—	—	—		
27.	—	—	—	—	—	—	—	—	—	—	—	—	—		
28.	—	—	—	—	—	—	—	—	—	—	—	—	—		
29.	—	—	—	—	—	—	—	—	—	—	—	—	—		
30.	—	—	—	—	—	—	—	—	—	—	—	—	—		
Total in Grades	11,047	6,562	6,423	5,305	4,207	3,351	2,191	1,996	1,004	581	380	143	41,172	2,108	43,28

DOMINION BUREAU OF STATISTICS

52.—Alberta Publicly Controlled Schools: Distribution by Ages and Grades of Girls enrolled, 1915.

Age.	Elementary Grades.								Secondary Grades.				Totals by Ages.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XII.	XII.	Elementary.	Second- ary.	Grand Total.	
Years.																
5	366	6	—	—	—	—	—	—	—	—	—	—	372	—	372	
6	3,484	111	8	—	—	—	—	—	—	—	—	—	3,603	—	3,603	
7	3,232	1,562	180	6	—	—	—	—	—	—	—	—	4,980	—	4,980	
8	1,508	2,184	1,034	154	9	—	1	—	—	—	—	—	4,890	—	4,890	
9	598	1,192	1,760	950	172	26	1	—	—	—	—	—	4,689	—	4,689	
10	291	568	1,297	1,560	704	229	43	4	—	—	—	—	4,697	—	4,697	
11	137	295	732	1,195	1,179	641	205	63	2	—	—	—	4,447	2	4,449	
12	95	134	333	787	1,009	1,011	519	167	28	—	—	—	4,055	28	4,083	
13	52	67	168	381	644	878	756	587	146	10	3	1	3,533	160	3,693	
14	7	34	60	141	240	462	591	786	376	121	15	2	2,321	514	2,835	
15	5	6	17	66	101	186	269	568	464	296	65	7	1,218	832	2,050	
16	5	1	5	14	19	38	90	257	343	308	132	23	429	806	1,235	
17	3	1	—	4	14	6	31	77	144	206	149	42	136	541	677	
18	—	—	—	1	1	3	9	29	25	100	103	52	43	280	323	
19	—	—	2	—	—	1	3	—	11	28	39	17	6	95	101	
20	—	—	1	1	1	—	—	—	2	—	9	17	9	5	35	40
21 and over	—	—	—	—	—	—	—	—	3	8	10	11	—	32	32	32
Total in Grades	9,783	6,162	5,597	5,260	4,093	3,481	2,518	2,540	1,542	1,086	533	164	39,434	3,325	42,759	

Distribution by Grades According to the Type of School Attended

How far the distribution of pupils is affected according as they attend graded or ungraded schools may be seen by consulting tables 53 and 54 for Saskatchewan and tables 55 and 56 for Alberta. Particular attention is drawn to tables 57 to 59 which show the growth of graded and ungraded schools in Nova Scotia, Saskatchewan and Alberta in respect to class-rooms, pupils and attendance.

53.—Saskatchewan Publicly Controlled Schools: Distribution of Pupils by Grades in Village, Town and City Schools, 1904-1919.

Year.	Grade I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Junior	Middle	Senior	Elem. Total.	Sec. Total.	Grand Total.
1904	15,126	2,817	3,117	2,951	1,749	—	1,191	—	541	253	55	16,924	849	17,773
1905	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1906	3,350	1,828	2,056	1,940	1,279	—	905	—	454	177	56	11,358	687	12,045
1907	4,369	2,428	2,408	2,382	1,754	—	1,299	—	491	203	62	14,640	756	15,396
1908	5,461	2,545	2,718	2,325	1,466	868	741	1,096	457	182	24	17,220	663	17,883
1909	5,625	2,534	2,717	2,439	1,539	1,193	820	2,126	1,199	526	139	18,074	1,864	19,938
1910	8,219	3,219	3,513	3,166	2,094	1,414	1,093	1,331	1,549	526	222	24,049	2,297	26,346
1911	9,209	3,596	3,855	3,495	2,398	1,601	1,258	1,576	1,809	695	220	26,988	2,724	29,712
1912	10,408	4,233	4,289	3,894	2,787	2,007	1,506	2,001	2,203	752	238	31,125	3,193	34,318
1913	14,751	5,741	5,658	5,162	3,640	2,510	1,661	2,562	2,675	921	288	41,685	3,884	45,569
1914	15,869	6,209	6,262	5,756	3,415	2,826	1,987	3,097	3,564	1,133	420	46,321	5,117	51,438
1915	14,901	6,567	6,546	5,857	4,498	3,356	2,155	3,646	4,334	1,340	330	47,556	6,004	53,560
1916	14,275	6,742	6,899	6,295	4,735	3,581	2,539	3,544	4,369	1,681	392	48,610	6,442	55,052
1917	15,397	7,049	7,431	6,829	6,074	3,964	2,905	3,957	4,536	1,545	461	54,246	6,542	60,783
1918	16,536	7,156	7,292	7,779	6,093	4,544	3,173	4,158	4,697	1,623	536	56,731	6,856	63,587
1919	18,565	7,663	8,196	7,841	6,441	5,255	3,596	4,443	5,651	1,978	647	60,600	8,276	70,276

1905 figures not given for villages and towns.

54.—Saskatchewan Publicly Controlled Schools: Distribution of Pupils by Grades in Rural Schools, 1904-1919.

Year.	Grade I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Junior Form.	Middle Form.	Senior Form.	Elem. Total.	Sec. Total.	Grand Total.
1904	6,524	4,164	4,537	4,193	2,649	—	1,082	—	102	6	3	23,149	111	23,260
1905	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1906	5,412	3,411	3,717	3,515	2,086	—	967	—	119	3	—	19,108	122	19,230
1907	6,401	3,931	4,165	4,110	2,440	—	1,107	—	70	2	—	22,154	72	22,226
1908	9,739	4,475	4,983	4,617	2,524	1,097	744	844	168	9	3	29,023	180	29,203
1909	12,928	5,289	5,785	4,483	3,017	1,543	917	1,053	130	31	2	35,015	163	35,178
1910	13,556	5,596	6,170	6,033	3,283	1,738	1,106	1,236	291	21	16	38,718	328	39,046
1911	14,876	5,991	6,591	6,265	3,703	2,004	1,277	1,486	313	23	19	42,193	355	42,548
1912	16,758	6,788	7,312	6,766	4,153	2,261	1,444	1,627	422	43	4	47,109	469	47,578
1913	20,222	7,748	8,285	7,945	4,639	2,721	1,694	2,068	541	29	2	55,322	572	55,894
1914	22,649	8,658	9,206	8,551	5,392	3,235	1,785	2,419	605	36	11	61,895	652	62,547
1915	24,115	9,854	10,313	9,466	6,085	3,676	2,129	2,878	735	43	8	68,516	786	69,302
1916	26,378	10,127	11,106	10,426	6,199	4,214	2,334	2,940	610	48	5	73,724	663	74,387
1917	29,262	10,829	11,783	11,363	7,491	4,628	2,694	3,142	608	29	—	81,192	637	81,829
1918	30,785	11,612	12,841	12,163	7,806	5,359	3,009	3,531	571	59	3	87,106	633	87,739
1919	30,891	12,357	13,816	13,482	8,930	6,076	3,601	4,066	683	39	2	93,219	724	93,943

(1) 1905 figures not given for villages and towns.

SURVEY OF EDUCATION IN CANADA

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55.—Publicly Controlled Schools of Alberta: Distribution of Enrolment by Grades in Graded Schools, 1905-1918.

Year.	Elementary Grades.								Secondary Grades.				Total.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elem.	Sec.	Grand Total.	
1905.....	2,856	1,820	1,976	1,830	965	668			320	150	50		10,115	520	10,635	
1906.....	3,897	2,343	2,497	2,512	1,335	929			444	180	71		13,513	695	14,208	
1907.....	5,104	3,012	3,034	3,060	1,820	1,151			515	210	86		17,183	811	17,994	
1908.....	5,836	2,901	3,422	3,318	2,202	1,294			663	310	108		18,973	1,081	20,054	
1909.....	6,904	3,141	3,645	3,583	2,492	1,565			824	500	229		21,330	1,553	22,883	
1910.....	7,915	3,328	3,907	4,023	2,711	1,687			1,084	619	198		23,571	1,901	25,472	
1911.....	9,015	3,990	4,727	4,737	2,957	1,930			1,360	592	254		27,356	2,206	29,562	
1912.....	10,079	4,602	4,218	3,431	2,774	2,354	1,780	2,262	1,090	547	608		31,500	2,515	34,015	
1913.....	12,603	5,482	5,081	4,153	3,429	2,628	2,077	2,242	1,447	683	516		37,695	2,927	40,622	
1914.....	12,161	5,869	5,450	4,426	3,855	3,133	2,384	2,508	1,611	1,069	615		39,786	3,574	43,360	
1915.....	10,977	3,669	5,784	5,002	4,175	3,449	2,764	2,839	1,962	1,352	969		41,359	4,720	46,079	
1916.....	11,589	6,564	6,660	5,696	4,810	4,097	3,219	3,259	2,263	1,456	1,072		538	45,894	5,329	51,223
1917.....	11,462	6,658	6,645	6,064	5,233	4,537	3,411	3,525	2,307	1,423	1,157		761	47,535	5,648	53,183
1918.....	13,646	7,161	7,427	7,219	6,258	5,441	4,198	4,338	2,717	1,844	1,273		707	55,688	6,541	62,229
1919.....	15,931	7,625	7,412	7,414	6,779	6,055	5,071	4,748	3,292	2,063	1,430		509	61,035	7,294	68,329

56.—Publicly Controlled Schools of Alberta:—Distribution of Enrolment by Grades in Ungraded Schools, 1905-1918

Year.	Elementary Grades.								Secondary Grades.				Total.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elem.	Sec.	Grand Total.
1905.....	3,688	2,222	2,743	2,689	1,564		648		61	4	0		13,554	65	13,619
1906.....	3,762	2,415	2,983	1,764	2,840		746		62	4	0		14,510	66	14,576
1907.....	4,059	2,512	3,192	3,580	1,957		964		67	4	0		16,273	71	16,344
1908.....	5,729	2,922	3,507	3,714	2,411		1,225		85	6	0		19,501	91	19,599
1909.....	7,025	3,368	3,974	4,195	2,806		1,603		182	12	-		22,971	194	23,165
1910.....	9,361	4,361	5,069	5,369	3,469		2,019		168	17	2		29,648	187	29,835
1911.....	9,851	4,874	5,564	5,601	3,787		2,193		203	15	10		31,870	228	32,098
1912.....	12,202	5,106	5,518	4,406	2,747	2,605	1,579	2,008	164	53	7	4	36,171	228	36,399
1913.....	13,027	5,304	5,779	4,952	3,040	2,955	1,854	2,140	195	27	7	7	37,051	236	39,287
1914.....	14,684	6,325	6,854	5,841	3,970	3,734	2,195	2,547	328	64	8	-	46,510	400	46,550
1915.....	14,848	7,001	7,432	6,563	4,674	4,290	2,789	3,097	374	122	15	2	50,694	513	51,207
1916.....	13,350	6,271	7,234	6,123	4,723	4,178	2,793	2,880	320	90	13	3	47,552	428	47,978
1917.....	15,326	6,848	7,792	6,964	5,399	4,828	3,380	3,505	394	79	26	3	54,042	502	54,544
1918.....	14,591	5,948	6,523	6,265	4,697	4,321	2,930	3,198	324	68	13	2	48,473	407	48,880
1919.....	15,745	6,410	6,835	6,473	5,339	4,760	3,303	3,739	534	88	15	1	52,600	638	53,238

57.—Nova Scotia Publicly Controlled Schools:—Comparison of Graded and Ungraded Schools in Number of Classrooms in operation and Number of Pupils in these Classrooms, 1903-1919.

Year.	Number of Classrooms in Operation.			Number of Pupils in these Classrooms.			Percentage Graded.	
	Ungraded.	Graded.	Total.	Ungraded.	Graded.	Total.	Departments.	Pupils.
1903.....	1,474	921	2,395	51,306	47,462	98,768	38,50	48.08
1904.....	1,386	967	2,353	45,222	51,664	96,886	41,10	52.29
1905.....	1,429	1,000	2,429	49,956	50,296	100,252	41,20	50.17
1906.....	1,426	1,020	2,446	48,888	51,449	100,332	41,70	51.32
1907.....	1,436	1,029	2,465	48,653	51,354	100,007	41,30	51.35
1908.....	1,454	1,062	2,516	47,507	52,598	100,105	42,20	52.59
1909.....	1,495	1,082	2,577	46,354	54,226	101,680	42,00	53.33
1910.....	1,467	1,112	2,579	48,096	53,939	102,035	43,10	52.86
1911.....	1,467	1,172	2,639	46,239	56,671	102,910	44,40	55.07
1912.....	1,454	1,208	2,662	45,290	58,694	103,984	45,40	56.44
1913.....	1,467	1,225	2,692	45,407	59,862	105,269	45,50	56.87
1914.....	1,470	1,254	2,724	44,821	61,530	106,351	46,00	57.85
1915.....	1,470	1,325	2,795	44,277	63,491	107,768	47,00	58.84
1916.....	1,477	1,360	2,837	42,771	66,418	109,189	47,90	60.83
1917.....	1,465	1,391	2,856	42,157	66,875	109,032	48,70	61.34
1918.....	1,457	1,402	2,859	41,625	66,472	108,097	49,00	61.40
1919.....	1,379	1,433	2,812	42,091	64,891	106,982	51,00	60.76

DOMINION BUREAU OF STATISTICS

58—Saskatchewan Publicly Controlled Schools:—Comparison of Graded and Ungraded Schools in Number of Classrooms in operation and number of Pupils in these classrooms, 1903-1919.

Year.	Classrooms in operation.			Pupils in these classrooms.			Percentage graded.		Average days classrooms open.		Average days pupils attended.	
	Un- graded.	Graded.	Total.	Un- graded.	Graded.	Total.	Class- room.	Pupils.	Un- graded.	Graded.	Un- graded.	Graded.
1903	374	103	477	—	—	33,191	21-60	—	—	—	—	—
1904	511	122	633	—	—	41,033	19-30	—	—	—	—	—
1905	679	142	821	15,743	9,448	25,191	17-00	37-50	160	204-8	80-28	106-02
1906	823	194	1,017	19,230	12,045	31,275	19-10	38-50	154	203-7	78-53	101-55
1907	1,043	229	1,272	22,226	15,396	37,622	18-00	40-90	148	205-4	80-01	104-83
1908	1,271	341	1,612	29,203	17,883	47,086	21-20	37-90	146	209	82-89	111-69
1909	1,552	439	1,991	35,178	19,938	55,116	22-00	36-20	158	205	81-25	112-44
1910	1,701	560	2,261	39,046	26,327	65,392	24-80	40-30	158	201-7	83-78	105-68
1911	1,857	683	2,540	42,585	29,675	72,260	26-90	41-10	158	202	86-14	104-62
1912	2,163	851	3,014	47,597	34,299	81,896	28-20	41-90	151	193	81-70	103-18
1913	2,430	1,021	3,451	55,894	45,569	101,463	30-00	44-90	157	191	84-92	108-28
1914	2,709	1,177	3,886	62,647	51,438	113,985	30-30	46-50	159	177	88-51	116-16
1915	2,870	1,265	4,135	69,307	53,560	122,862	30-60	43-60	170	202	96-31	124-45
1916	2,975	1,414	4,389	74,378	55,061	129,439	32-20	42-50	163	202-8	87-17	117-54
1917	3,273	1,439	4,712	81,829	60,788	142,617	30-60	42-60	163	200	98-53	120-50
1918	3,510	1,495	5,005	87,739	64,587	151,326	29-80	42-70	150	177	89-53	101-19
1919	3,613	1,683	5,296	93,943	70,276	164,219	31-80	42-80	169	200	106-00	122-26

59—Alberta Publicly Controlled Schools:—Comparison of Graded and Ungraded Schools in Number of Classrooms in Operation each year, and Number of Pupils in these Classrooms, 1905-1919.

Year.	Classrooms in operation.			Pupils in these Classrooms.			Percentage graded.		Average days Classrooms open.		Average days pupils attended.	
	Un- graded.	Graded.	Total.	Un- graded.	Graded.	Total.	Depts.	Pupils.	Un- graded.	Graded.	Un- graded.	Graded.
1905	444	184	628	13,619	10,635	24,254	29-30	43-85	162-51	203-00	86-83	116-58
1906	532	228	760	14,576	14,208	28,784	30-00	49-36	164-01	202-41	83-20	105-25
1907	644	299	943	16,344	17,994	34,338	31-70	52-37	154-28	198-27	76-55	101-38
1908	798	341	1,139	19,599	20,544	39,653	29-93	51-81	154-55	202-76	67-96	104-52
1909	910	413	1,313	23,163	22,883	46,048	31-45	47-52	159-56	189-91	68-52	102-48
1910	1,121	489	1,610	29,835	25,472	55,307	30-37	46-05	154-02	183-71	80-41	101-21
1911	1,301	601	1,902	32,098	29,562	61,660	31-60	47-94	153-88	202-34	77-91	111-59
1912	1,504	725	2,229	36,399	34,015	70,414	32-57	48-31	153-63	201-50	82-53	114-63
1913	1,604	907	2,511	39,287	40,622	79,909	36-12	50-83	156-48	190-98	85-05	115-35
1914	1,925	973	2,898	46,550	43,360	89,910	33-56	48-23	153-19	195-36	85-65	128-64
1915	2,023	1,059	3,082	51,207	46,079	97,286	34-36	47-36	162-25	192-63	95-50	129-47
1916	2,026	1,117	3,143	47,978	51,223	99,201	35-54	51-64	164-56	193-89	92-88	125-52
1917	2,322	1,175	3,497	54,544	53,183	107,727	33-60	49-37	165-15	189-07	94-68	122-44
1918	2,580	1,353	3,933	48,880	62,229	111,109	34-65	56-00	148-36	155-91	87-90	99-03
1919	—	—	—	—	—	121,567	—	—	—	—	—	—

PART IV.—TEACHERS.

Table 60 gives the number of teachers irrespective of qualifications or sex engaged in the publicly controlled elementary and secondary schools of the different provinces for a period of years. This is the only table of teachers that can be given on a comparative basis, and even this table is imperfect in the case of the figures of Quebec, which include a large number teaching in independent schools. It was judged better to include in this table the teachers in these schools and indicate their number elsewhere, as these schools are supported to a certain extent by the province. The teachers of Quebec included here are teaching in the Elementary and Model Schools and Academies and include both the lay teachers and the teachers in religious orders. The table does not include the classical colleges. Table 61 which should be compared with Table 9 showing the number of classrooms in operation rather than with Table 60, shows how far the demand is being filled by qualified teachers.

It must be borne in mind that the number of teachers given for any year does not mean the number teaching at one time. (A truer estimate of these is shown in table 9 giving the number of classrooms in operation). Some teachers leave the school before the end of the year and are replaced by new teachers. They may teach in one part of the province during one part of the year and in another at another; thus the same teacher may be counted more than once. For this reason the statistics of the number of teachers in a province where the staff is more or less permanent are nearer to the true number than those of a province where the teachers are continually changing. A province which has a large proportion of graded schools will probably have a more permanent staff than a province which has not; the same holds true of higher and lower salaries and of provinces with a slowly growing urban population and one with a rapid. Samples of these changes in teaching positions will be given in tables 78 and 80, but it is impossible to give these figures for all the provinces.

60.—Publicly Controlled Elementary and Secondary Schools in Canada: Number of Teachers, by Provinces, 1901-1919.

Year.*	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask. ¹	Alta.	B.C.	Total.
1901.....	589	2,492	1,841	10,192	9,800	1,669	-	-	543	27,126
1902.....	588	2,492	1,825	10,319	10,207	1,849	-	-	570	27,580
1903.....	572	2,494	1,815	10,553	10,325	2,094	-	-	607	28,460
1904.....	562	2,441	1,816	10,737	10,470	2,218	-	-	624	28,868
1905.....	570	2,566	1,866	10,943	10,598	2,272	-	729	663	30,207
1906.....	573	2,578	1,879	11,201	10,744	2,385	1,296	924	690	32,250
1907.....	572	2,626	1,874	11,577	10,920	2,480	1,470	1,210	735	33,464
1908.....	580	2,664	1,861	11,771	11,168	2,526	2,180	1,468	806	35,024
1909.....	595	2,694	1,942	12,126	11,406	2,662	2,335	1,815	900	36,485
1910.....	591	2,723	1,974	12,381	11,705	2,774	2,726	2,217	1,037	38,128
1911.....	591	2,799	1,975	12,890	12,018	2,868	3,547	2,651	1,179	40,516
1912.....	590	2,804	2,012	13,209	12,271	-	3,434	3,054	1,353	38,727
1913.....	583	2,861	2,002	13,601	12,749	2,964	4,236	3,294	1,597	43,887
1914.....	588	2,892	2,032	14,344	13,202	2,864	4,600	3,978	1,859	46,259
1915.....	586	2,945	2,106	14,796	13,504	2,976	5,078	4,218	1,966	48,175
1916.....	595	3,019	2,161	15,346	13,737	2,991	5,787	4,607	2,064	50,307
1917.....	601	3,045	2,129	15,638	14,054	3,024	5,853	5,133	2,124	51,601
1918.....	597	3,037	2,122	16,194	14,267	3,097	6,233	5,655	2,246	53,448
1919.....	594	3,012	2,107	16,213	14,801	3,479	6,550	4,902	2,332	53,990

*These totals for Saskatchewan include the Secondary teachers whose sex was not given in reports.

61.—Publicly Controlled Schools in Canada: Number of Male Teachers in Elementary and Secondary Schools by Provinces, 1901-1919.

Year.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	'Alta.	B.C.	Nine Provinces
1901.....	299	540	353	1,268	2,666	618	-	-	185	5,920
1902.....	293	485	348	1,236	2,777	629	-	-	194	5,962
1903.....	274	441	341	1,327	2,648	628	-	-	189	5,848
1904.....	268	388	313	1,304	2,584	682	-	-	182	5,721
1905.....	246	386	304	1,336	2,461	597	-	-	177	5,507
1906.....	246	366	302	1,422	2,376	596	563	280	176	6,327
1907.....	227	354	253	1,527	2,304	595	-	318	163	5,741
1908.....	205	355	259	1,579	2,379	598	-	435	181	5,991
1909.....	200	352	251	1,600	2,279	637	959	570	213	7,061
1910.....	188	339	233	1,704	2,233	621	1,074	716	288	7,396
1911.....	178	331	221	1,786	2,145	651	1,316	867	323	7,818
1912.....	162	293	201	1,877	2,144	-	1,245	956	351	7,229
1913.....	161	278	193	1,952	2,244	500	1,413	980	406	8,127
1914.....	162	272	201	2,052	2,288	474	1,552	1,375	485	8,851
1915.....	152	256	184	2,184	2,322	598	1,609	1,418	521	9,244
1916.....	138	246	196	2,263	2,007	491	1,490	1,355	523	8,709
1917.....	110	198	167	2,265	1,913	530	1,304	1,267	468	8,222
1918.....	100	185	149	2,304	1,663	524	1,015	1,090	436	7,556
1919.....	102	163	136	2,473	1,965	669	1,269	1,082	486	8,345

62.—Publicly Controlled Schools in Canada: Number of Female Teachers in Elementary and Secondary Schools by Provinces, 1901-1919.

Year.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	'Alta.	B.C.	Nine Provinces
1901.....	290	1,952	1,488	8,924	7,134	1,051	-	-	343	21,182
1902.....	295	2,007	1,477	9,083	7,430	1,220	-	-	355	21,867
1903.....	298	2,053	1,474	9,226	7,677	1,466	-	-	391	22,558
1904.....	294	2,053	1,503	9,433	7,886	1,536	-	-	418	23,118
1905.....	324	2,180	1,562	9,607	8,137	1,675	-	-	452	23,937
1906.....	327	2,212	1,577	9,779	8,368	1,769	733	644	477	25,886
1907.....	345	2,272	1,621	10,050	8,616	1,885	-	892	530	26,211
1908.....	375	2,309	1,602	10,192	8,789	1,928	-	1,033	576	26,804
1909.....	395	2,342	1,691	10,526	9,127	2,025	1,335	1,245	628	29,314
1910.....	403	2,384	1,741	10,677	9,472	2,153	1,598	1,501	749	30,678
1911.....	413	2,468	1,754	11,104	9,871	2,217	2,175	1,784	856	33,642
1912.....	428	2,511	1,811	11,332	10,127	-	2,122	2,098	1,002	31,431
1913.....	422	2,583	1,809	11,649	10,505	2,464	2,739	2,314	1,191	35,676
1914.....	426	2,620	1,831	12,292	10,914	2,390	2,949	2,603	1,374	37,399
1915.....	434	2,689	1,922	12,612	11,182	2,378	3,340	2,800	1,445	38,809
1916.....	457	2,773	1,965	13,083	11,730	2,500	4,187	3,252	1,541	41,488
1917.....	491	2,847	1,962	13,373	12,141	2,494	4,430	3,866	1,656	43,260
1918.....	497	2,852	1,973	13,800	12,604	2,573	5,047	4,565	1,810	45,721
1919.....	492	2,849	1,971	13,740	12,836	2,810	5,117	3,820	1,846	45,481

63.—Publicly Controlled Schools in Canada: Number of Teachers in Training in Normal Schools and Colleges by Provinces, 1901-1919.

Year.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	'Alta.	B.C.	Total.
1901.....	-	240	196	353	-	251	-	-	-	-
1902.....	-	182	269	420	1,922	320	-	-	-	3,113
1903.....	-	145	224	460	1,861	319	-	-	-	3,009
1904.....	-	191	288	392	1,592	390	-	-	-	2,855
1905.....	-	148	285	416	1,685	491	-	-	-	3,024
1906.....	-	164	307	423	2,286	476	188	102	-	3,938
1907.....	-	142	360	467	1,788	400	132	97	-	3,385
1908.....	-	161	334	526	1,410	410	229	140	-	3,219
1909.....	-	215	343	715	1,510	448	411	182	-	3,824
1910.....	-	260	358	787	1,474	503	447	218	-	4,044
1911.....	-	268	370	840	1,513	628	241	248	-	4,104
1912.....	-	293	376	836	1,436	-	580	278	-	3,795
1913.....	-	302	358	1,088	1,563	529	643	292	-	3,777
1914.....	-	318	357	1,270	1,425	581	886	364	-	5,204
1915.....	-	355	351	1,312	1,819	672	1,222	601	-	6,333
1916.....	-	388	372	1,357	1,438	737	911	438	-	5,644
1917.....	-	263	372	1,361	1,676	599	1,081	358	335	6,044
1918.....	-	260	287	1,339	1,659	513	620	488	365	5,533
1919.....	-	255	263	1,223	1,888	554	1,058	598	425	6,262
1920.....	220	228	263	-	-	593	-	-	404	-
Total 1902-19	-	4,300	5,874	15,232	29,945	8,570	8,649	4,404	1,125	78,099

Classification of Teachers

Tables of teachers classified by professional qualifications by provinces are of very little value and very misleading unless the academic standing required of each class as well as some general information on the other conditions attached to a class of certificate is given.

The professional certificates of teachers in the different provinces cannot be arranged in a table, as this would show a correspondence that might be misleading. An attempt will be made, however, to show their equivalence in the minimum academic requirements or non-professional scholarship on which admission to professional training for such certificate is based. This equivalence is usually accepted by one province as a basis for granting teachers or students from other provinces temporary certificates or normal school admission.

In Prince Edward Island there are three professional certificates; Third Class, Second Class, and First Class. The Third or lowest requires scholarship equivalent to matriculation into Prince of Wales College or somewhat better than grade IX. The normal training (taken simultaneously with the academic work of Prince of Wales) required for this class is about five months.

The scholarship for Second Class is equivalent to a year of successful work at Prince of Wales, or somewhat better than grade X, and the normal training taken during the academic year.

The scholarship for First Class is equivalent to two successful years at Prince of Wales or somewhat better than grade XI and the normal training taken during those years.

In Nova Scotia there are six classes arranged in ascending order as classes "D Temporary", "D", "C", "B", "A" and "Academic." The lowest class, "D Temporary", requires a scholarship equivalent to a pass in grade IX and third rank on professional examinations which are usually written at the same time as the ordinary provincial high school examinations and called "M.P.Q.", or "Minimum Professional Qualification" examinations. No attendance at normal is required for this certificate and it is granted only in case of a scarcity of teachers and on the recommendation of an inspector.

Class "D" requires a scholarship equivalent to grade IX and five months normal training. The candidate must be 17 years of age.

Class "C" requires grade X scholarship and five months normal training, or three months if the candidate holds a "D" certificate and has taught successfully for one year. The candidate must be 18 years of age.

Class "B," or First Class, requires a grade XI scholarship and a full year at normal school, or if the candidate already holds a "C" certificate, attendance from March to June. He must obtain first rank on his standing at normal school, and must be 19 years of age.

Class "A," or Superior First, requires a grade XII scholarship and one year at normal on the work of which he must obtain superior first rank. If he already holds a First Class, no further attendance at normal is required, but a supplementary examination is set on which he must obtain superior first rank. The candidate must be 20 years of age.

Academic Class requires a scholarship equivalent to a degree from a recognized university and the passing of a post-graduate examination set by the provincial authorities. The normal school attendance required is one year, abridgement of which time may be allowed on the basis of the professional certificates he has already obtained or of his proved ability. The candidate must be 22 years of age. A course in physical training must be taken along with normal school training in all cases.

New Brunswick.—Here also are six classes of certificates—Third Class English, Third Class French, Second Class, First Class, Superior First, and Grammar School. The scholarship requirements for admission to training for these are grades IX, IX, X, XI, XI with Latin and trigonometry, and XII

or University Degree, respectively. The normal schools teach academic as well as professional work, so that by the time the final examination is written for each class the additional scholarship acquired during the time attended may be counted in. The third class (English) requires six months, attendance at normal school and is a temporary certificate granted for three or four years. The Third Class (French) requires the same normal training and is permanent. The Second Class and each of the subsequent classes requires one year of normal training, but a higher rank must be obtained for each higher grade of certificate.

In Quebec the teachers in religious orders are not required to attend normal schools. The lay teachers obtain their professional certificate from two sources—normal schools and board of examiners. The names of the certificates in the cases of both Roman Catholic and Protestant schools are Infant School, Elementary, Model School, and Academy. It is impossible here to give even an approximate equivalence between the academic standing required for these certificates and those of other provinces. The candidate for a teacher's diploma must be 17 years of age.

In Ontario public and separate schools there are five classes of certificates—Limited Third Class, District Third Class, Third Class, Second Class, and First Class. All the Third Class certificates require a scholarship equivalent to grade X. The student must be 18 years of age before the close of his normal session. The professional training for these Third Class certificates is taken at summer and autumn "model" schools, model being used in a different sense from the ordinary. The training during the summer session of six weeks qualifies the student for a district Third Class tenable for one year; a short course at the autumn model school qualifies for limited Third Class tenable for two years and a four months' course or the full course at the same school qualifies for the regular Third Class certificate tenable for five years. The second and first class teachers are trained at normal schools so called. The Second Class permanent certificate requires a minimum scholarship equivalent to grade XI, one year of successful work at normal and two years of successful teaching experience; the first class requires a grade XII scholarship or a university degree, one year at normal school and two years successful teaching experience. During the two years of probation for Second or First Class permanent certificates the teacher holds what is called an Interim certificate. The secondary teachers are nearly all university graduates. After August, 1920, a teacher in a high school or a collegiate institute must be a graduate of a British university who has taken a course approved by the minister. He obtains his principal or assistant High School or Collegiate Institute certificate after two years of successful secondary teaching, during which time he can teach on an Interim High School certificate.

In Manitoba there are five classes of certificates—Third Class, Second Class, First B, and First A. The requirements for Third Class are a scholarship equivalent to grade XI and 15 weeks of normal training; those for Second Class are grade XI and one year of normal; for First B, grade XII and one year of normal; and for First A, a university degree.

In Saskatchewan the regulations governing teachers' certificates have recently undergone a change which is not yet in full operation. Up to 1919 there were besides the temporary Third Class certificate, granted on the basis of scholarship alone or a normal training in other provinces, a Third Class, Second Class, First Class, High School, and Collegiate certificates, requiring respectively grade X, XI, XII and university graduation scholarship. The requirements for the last two mentioned were based on the number of years of successful teaching in grades IX to XI and grades IX to XII respectively and the certificates were granted only to a teacher who already held a First Class permanent certificate. The Third Class required attendance at normal school for a period of ten weeks and was valid for two years; the Second Class, and the First Class

required attendance at normal school for four months, but the normal courses given to the first class students were more advanced than those given to second class. On the completion of the term at normal the student was given an Interim certificate which would be converted into a permanent Second or First Class certificate on the completion of two successful years of teaching. The normal course has recently been extended from four months to thirty-three weeks, divided into two sessions. It is optional with the student to attend one session, go out and teach on an Interim certificate, and come back within two years to complete his course, or to take the full course at once.

In Alberta there are five classes—Permit, Third Class, Second Class, First Class, and Academic. The Permit, tenable for 6 months, is extended to persons who have grade XI scholarship and no normal training, upon recommendation on the score of scarcity of teachers; the Third Class is temporary and requires a grade X scholarship or higher; no professional training for this class is provided by Alberta, but the recipients must have had training in some other province; the Second Class requires a scholarship equivalent to grade XI and one year of normal training; the First Class a scholarship of grade XII and one year of normal, while the Academic requires a university degree and a normal training of four months.

In British Columbia there are five classes, viz.:—Third Temporary, Third Class, Second Class, First Class, and Academic. The Third Temporary, tenable for three years, requires a standing equivalent to two years of high school or grade X and a training during one of the two sessions into which the normal school year is divided; the Second Class requires junior matriculation or (grade XI and languages) scholarship and a full year (or both sessions) at normal school; the First Class requires senior matriculation (grade XII and languages) scholarship and one year at normal school, while the Academic class requires a university degree and one session at normal school. All except the Third Class are permanent.

64.—Prince Edward Island Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1901-1919.

Year.	First Class.			Second Class.			Third Class.			Permit.			Total.		
	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.
1901.....	96	60	156	158	159	317	44	72	116	-	-	-	298	291	589
1904.....	68	75	143	132	142	274	67	77	144	-	-	-	268	294	562
1905.....	51	73	124	131	151	292	64	90	154	-	-	-	246	324	570
1906.....	56	74	130	130	162	292	60	91	151	-	-	-	246	327	573
1907.....	45	72	117	115	180	295	67	93	160	-	-	-	227	345	572
1908.....	38	80	118	100	188	288	66	98	164	1	9	10	205	375	580
1909.....	36	75	111	104	200	304	60	109	169	0	11	11	200	395	595
1910.....	47	69	116	108	201	309	54	107	161	1	4	5	210	381	591
1911.....	32	65	97	96	208	304	45	133	178	5	7	12	178	413	591
1912.....	25	60	85	95	237	332	38	121	159	4	10	14	162	428	590
1913.....	34	55	89	85	257	342	42	108	150	0	2	2	161	422	583
1914.....	47	52	99	76	249	325	39	124	163	0	1	1	162	426	588
1915.....	46	59	105	70	272	342	36	103	139	-	-	-	152	434	586
1916.....	46	68	114	59	297	356	33	92	125	-	-	-	138	457	595
1917.....	33	74	107	53	321	374	24	96	120	-	-	-	110	491	601
1918.....	26	72	98	48	327	375	26	96	122	-	2	2	100	497	597
1919.....	24	69	93	50	306	356	26	109	135	2	8	10	102	492	594

DOMINION BUREAU OF STATISTICS

65.—Nova Scotia Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1894-1919.

	Academic.			Class "A" or Superior First.			Class "B" or First.			Class "C" or Second.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1894	44	4	48	—	—	—	149	162	311	199	888	1,087
1895	49	6	55	—	—	—	142	183	325	178	900	1,078
1896	50	10	60	—	—	—	157	199	356	181	840	1,021
1897	53	8	61	—	—	—	141	225	366	186	838	1,024
1898	58	12	70	—	—	—	150	250	400	194	795	989
1899	62	17	79	—	—	—	135	253	388	193	761	954
1900	70	19	89	—	—	—	143	270	413	184	761	945
1901	79	25	104	—	—	—	122	300	422	166	739	903
1902	78	26	104	—	—	—	116	360	476	154	794	948
1903	71	24	95	—	—	—	115	391	506	139	792	931
1904	61	25	86	—	—	—	101	398	499	119	775	894
1905	64	22	86	—	—	—	98	420	518	121	851	972
1906	58	24	82	—	—	—	99	419	518	127	943	1,070
1907	61	26	87	—	—	—	101	439	540	105	969	1,074
1908	64	25	89	—	—	—	96	434	530	107	1,023	1,130
1909	60	31	91	—	—	—	89	418	507	92	941	1,033
1910	58	39	97	—	—	—	79	488	567	77	863	940
1911	57	39	96	—	—	—	88	558	646	69	816	885
1912	54	30	84	8	19	27	70	569	639	52	809	852
1913	58	25	83	8	22	30	70	593	663	55	789	844
1914	51	27	78	17	45	62	68	604	672	49	811	860
1915	49	24	73	18	69	87	62	620	682	36	831	867
1916	50	23	73	22	98	120	68	662	730	29	890	919
1917	45	19	64	25	123	148	48	737	785	28	890	918
1918	47	21	68	19	127	146	43	737	780	29	835	864
1919	41	23	64	22	133	155	40	717	757	15	793	808

66.—New Brunswick Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1886-1919.

Year.	Grammar School.		Superior School.		Males. Class.			Females. Class.		
	Male.	Female.	Male.	Female.	I	II	III	I	II	III
1886	14	—	—	—	117	174	126	125	599	399
1887	14	—	—	—	116	182	128	133	597	397
1888	14	—	—	—	107	176	111	134	603	411
1889	14	—	—	—	119	159	114	145	638	377
1890	12	—	—	—	110	163	109	152	634	393
1891	14	—	—	—	110	146	102	164	619	435
1892	14	—	—	—	121	132	104	183	651	426
1894	14	—	—	—	127	124	104	233	662	440
1895	13	—	—	—	133	125	102	249	702	422
1896	13	—	—	—	147	125	107	276	714	414
1897	17	—	—	—	160	112	95	280	728	409
1898	20	—	—	—	153	118	108	274	786	377
1899	23	2	—	—	160	119	103	304	775	393
1900	23	2	—	—	144	112	91	308	769	381
1901	20	3	—	—	124	122	85	305	789	363
1902	19	3	—	—	127	111	89	296	778	373
1903	21	2	—	—	125	112	80	310	766	371
1904	22	2	—	—	121	101	66	312	750	415
1905	24	1	48	7	68	85	77	305	807	410
1906	22	3	40	7	64	97	78	299	796	431
1907	20	4	39	8	57	81	55	332	808	433
1908	20	4	40	7	57	83	57	336	797	429
1909	19	6	38	10	62	77	54	377	848	418
1910	19	8	37	11	59	65	51	404	904	380
1911	17	8	36	13	61	55	51	436	862	396
1912	17	7	39	13	57	49	38	459	888	411
1913	15	10	30	19	47	53	47	450	871	424
1914	16	10	34	14	45	55	50	456	876	436
1915	15	10	34	14	43	47	41	464	960	421
1916	16	9	32	20	42	53	50	502	982	383
1917	16	10	36	20	34	47	32	492	962	411
1918	17	10	31	26	39	32	30	502	959	401
1919	16	10	20	31	41	31	25	485	955	420

SURVEY OF EDUCATION IN CANADA

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65.—Nova Scotia Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1894-1919.

Class "D" or Third.			Class "D" Temporary.			Permissive.			Total.			Year.
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
131	658	789	18	98	116	-	-	-	541	1,810	2,351	1894
133	669	802	38	101	139	-	-	-	540	1,859	2,399	1895
153	585	738	41	122	163	-	-	-	582	1,856	2,438	1896
145	716	861	51	122	173	-	-	-	576	1,909	2,485	1897
149	678	727	63	161	194	-	-	-	614	1,896	2,510	1898
167	748	915	37	121	158	-	-	-	594	1,900	2,494	1899
174	749	923	45	142	187	-	-	-	616	1,941	2,557	1900
126	750	876	47	140	187	-	-	-	540	1,952	2,492	1901
116	739	855	21	88	109	-	-	-	485	2,007	2,492	1902
94	774	868	22	72	94	-	-	-	441	2,053	2,494	1903
93	805	898	14	50	64	-	-	-	388	2,053	2,441	1904
88	829	917	15	58	73	-	-	-	386	2,180	2,566	1905
75	753	828	7	73	80	-	-	-	366	2,212	2,578	1906
74	743	817	13	95	108	-	-	-	354	2,272	2,626	1907
61	721	782	27	106	133	-	-	-	355	2,309	2,664	1908
83	775	858	28	177	205	-	-	-	352	2,342	2,694	1909
71	782	853	54	214	268	-	-	-	339	2,384	2,723	1910
57	746	803	60	309	369	-	-	-	331	2,468	2,799	1911
65	793	858	44	300	344	-	-	-	293	2,511	2,804	1912
38	763	801	15	129	144	34	262	296	278	2,583	2,861	1913
48	799	847	11	161	172	28	173	201	272	2,620	2,892	1914
51	859	910	10	126	136	30	160	190	256	2,689	2,945	1915
52	862	914	12	114	126	13	124	137	246	2,773	3,019	1916
30	830	860	19	23	42	3	225	228	198	2,847	3,045	1917
25	861	886	7	106	113	15	165	180	185	2,852	3,037	1918
28	799	827	3	127	130	14	257	271	163	2,849	3,012	1919

66.—New Brunswick Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1886-1919.

Total.			Trained.	Untrained.	Class-room Assistants.		Total number, employed 2nd term.	Year.
Male.	Female.	Total.			Male.	Female.		
431	1,123	1,554	1,467	87	7	29	1,590	1886
440	1,127	1,567	1,520	47	8	23	1,598	1887
408	1,148	1,556	1,513	43	7	24	1,587	1888
406	1,160	1,566	1,521	45	3	28	1,597	1889
394	1,179	1,573	1,526	47	4	40	1,617	1890
372	1,218	1,590	1,521	69	7	35	1,632	1891
370	1,261	1,631	1,542	89	4	34	1,669	1892
367	1,337	1,704	1,669	35	5	40	1,749	1894
373	1,373	1,746	1,719	27	4	40	1,790	1895
392	1,404	1,796	1,778	18	2	31	1,829	1896
384	1,417	1,800	1,790	11	-	31	1,831	1897
397	1,439	1,836	1,820	16	3	25	1,864	1898
405	1,474	1,879	1,868	11	-	33	1,912	1899
370	1,460	1,830	1,809	21	1	25	1,856	1900
351	1,460	1,811	1,781	30	2	28	1,841	1901
346	1,450	1,796	1,744	50	2	27	1,825	1902
338	1,449	1,787	1,730	57	3	25	1,815	1903
310	1,479	1,789	1,727	62	3	24	1,816	1904
302	1,530	1,832	1,771	61	2	32	1,866	1905
301	1,536	1,837	1,769	68	1	41	1,879	1906
252	1,585	1,837	1,764	73	1	36	1,874	1907
257	1,573	1,830	1,756	74	2	29	1,861	1908
250	1,659	1,909	1,843	66	1	32	1,942	1909
231	1,707	1,938	1,903	35	2	34	1,974	1910
220	1,715	1,935	1,898	37	1	39	1,975	1911
200	1,778	1,978	1,902	76	1	33	2,012	1912
192	1,774	1,966	1,925	41	1	35	2,002	1913
200	1,792	1,992	1,917	75	1	39	2,032	1914
180	1,869	2,049	2,003	46	4	53	2,106	1915
193	1,896	2,089	2,057	32	3	69	2,161	1916
165	1,895	2,060	2,017	43	2	67	2,129	1917
149	1,898	2,047	2,011	36	-	75	2,122	1918
133	1,901	2,034	1,948	86	3	70	2,107	1919

DOMINION BUREAU OF STATISTICS

67.—Quebec Schools: Religious and Lay Teachers by Sex in Elementary, Model Schools and Academies of Quebec
1901-1919.

Year.	Religious.			Lay.									Total Religious and Lay.		
				In Roman Catholic Schools.			In Protestant Schools.			Total Lay.					
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1901	889	2,656	3,545	275	4,941	5,216	101	1,326	1,427	376	5,267	6,643	1,265	8,927	10,192
1902	878	2,792	3,670	258	4,957	5,215	95	1,334	1,429	353	6,296	6,649	1,231	9,088	10,319
1903	972	2,832	3,804	247	5,051	5,298	100	1,343	1,443	347	6,394	6,741	1,319	9,226	10,553
1904	984	2,908	3,892	232	5,114	5,346	85	1,411	1,496	317	6,525	6,842	1,301	9,433	10,737
1905	1,036	3,014	4,050	215	5,199	5,414	87	1,394	1,481	302	6,593	6,895	1,336	9,607	10,943
1906	1,119	3,120	4,239	219	5,232	5,451	83	1,427	1,510	302	6,659	6,961	1,422	9,779	11,201
1907	1,193	3,269	4,462	240	5,329	5,569	94	1,452	1,546	334	6,781	7,115	1,527	10,050	11,577
1908	1,233	3,366	4,599	238	5,389	5,607	108	1,457	1,565	346	6,826	7,172	1,579	10,192	11,771
1909	1,223	3,533	4,756	279	5,473	5,752	98	1,520	1,618	377	6,993	7,370	1,600	10,526	12,126
1910	1,328	3,548	4,876	284	5,583	5,867	92	1,541	1,633	376	7,124	7,500	1,704	10,677	12,381
1911	1,367	3,736	5,103	280	5,682	5,962	139	1,686	1,825	419	7,368	7,787	1,786	11,104	12,890
1912	1,463	3,886	5,349	297	5,782	6,079	117	1,664	1,781	414	7,446	7,860	1,877	11,332	13,209
1913	1,517	4,132	5,649	307	5,863	6,170	128	1,654	1,782	435	7,517	7,952	1,952	11,649	13,601
1914	1,555	4,333	5,888	366	6,154	6,520	131	1,780	1,911	497	7,934	8,431	2,052	12,292	14,344
1915	1,580	4,446	6,026	413	6,375	6,788	191	1,791	1,982	604	8,166	8,770	2,184	12,612	14,796
1916	1,623	4,666	6,289	455	6,528	6,983	185	1,889	2,074	640	8,417	9,057	2,263	13,083	15,346
1917	1,638	4,778	6,416	474	6,664	7,138	153	1,931	2,084	627	8,595	9,222	2,265	13,373	15,638
1918	1,774	5,163	6,937	483	6,716	7,199	137	1,921	2,058	620	8,637	9,257	2,394	13,800	16,194
1919	1,929	5,341	7,270	455	6,786	7,241	135	1,927	2,062	590	8,713	9,303	2,473	13,740	16,213

68.—Quebec Schools: Lay Male Teachers in Roman Catholic and Protestant Elementary, Model Schools and Academies by Class of Diploma, 1901-1919.

Year.	Roman Catholic.					Protestant.					Total.				
	Aca- dem- y.	Model	Ele- men- tary.	With- out Dip- lo- ma.	Total.	Aca- dem- y.	Model	Ele- men- tary.	With- out Dip- lo- ma.	Total.	Aca- dem- y.	Model	Ele- men- tary.	With- out Dip- lo- ma.	Total.
1901	58	118	61	38	275	58	23	7	13	101	116	141	68	51	376
1902	56	128	49	25	258	61	17	4	13	95	117	145	53	38	353
1903	69	113	47	18	247	57	23	3	17	100	128	136	50	35	347
1904	66	109	37	20	232	55	15	2	13	85	121	124	39	33	317
1905	66	98	35	16	215	49	19	-	19	87	115	117	35	35	302
1906	73	91	38	17	219	51	18	-	14	83	124	109	38	31	302
1907	71	101	35	33	240	54	19	2	19	94	125	120	37	52	334
1908	76	100	34	28	238	62	16	3	27	108	138	116	37	55	346
1909	85	109	39	46	279	59	15	4	20	98	144	124	43	66	377
1910	88	108	40	48	284	55	18	3	16	92	143	126	43	64	376
1911	86	106	35	53	280	68	47	14	10	139	154	153	49	63	419
1912	94	109	42	52	297	71	27	6	13	117	165	136	48	65	414
1913	113	108	39	47	307	79	32	6	11	128	192	140	45	58	435
1914	142	109	46	69	366	83	26	8	14	131	225	135	54	83	497
1915	147	117	69	76	409	101	24	4	62	191	248	141	73	138	600
1916	186	142	72	55	455	82	49	5	49	185	268	191	77	104	640
1917	221	133	70	50	474	91	29	4	29	152	312	162	74	79	627
1918	259	142	58	24	483	86	25	2	24	137	345	167	60	48	620
1919	232	130	62	31	455	88	18	3	26	135	320	148	65	57	590

69.—Quebec Schools: Lay Female Teachers in Roman Catholic and Protestant Elementary, Model Schools and Academies, by Class of Diploma, 1901-1919.

Year.	Roman Catholic.					Protestant.					Total.				
	Aca- dem- y.	Model	Ele- men- tary.	With- out Dip- lo- ma.	Total.	Aca- dem- y.	Model	Ele- men- tary.	With- out Dip- lo- ma.	Total.	Aca- dem- y.	Model	Ele- men- tary.	With- out Dip- lo- ma.	Total.
1901	9	1,183	3,053	696	4,946	64	436	702	124	1,326	73	1,619	3,755	820	6,272
1902	9	1,155	3,069	724	4,957	70	409	697	158	1,334	79	1,564	3,766	882	6,291
1903	11	1,173	3,134	733	5,051	59	430	684	170	1,343	70	1,603	3,818	910	6,394
1904	10	1,167	3,125	812	5,114	51	421	698	241	1,411	61	1,588	3,823	1,053	6,525
1905	12	1,221	3,136	830	5,199	51	392	665	286	1,394	63	1,623	3,801	1,116	6,593
1906	16	1,279	3,142	795	5,232	54	412	623	338	1,427	70	1,691	3,765	1,133	6,759
1907	24	1,273	3,173	859	5,329	57	420	581	374	1,452	81	1,693	3,754	1,233	11,781
1908	25	1,284	3,194	866	5,386	66	435	524	432	1,457	91	1,719	3,718	1,298	6,843
1909	33	1,364	3,121	955	5,473	67	459	512	482	1,520	100	1,823	3,633	1,437	6,993
1910	40	1,419	3,242	882	5,583	66	473	495	507	1,541	106	1,892	3,737	1,389	7,124
1911	58	1,531	3,250	843	5,682	75	530	625	456	1,686	133	2,061	3,875	1,299	7,368
1912	74	1,579	3,279	850	5,782	103	627	508	426	1,664	177	2,206	3,787	1,276	7,446
1913	91	1,580	3,304	888	5,863	66	646	508	434	1,654	157	2,226	3,812	1,322	7,517
1914	100	1,731	3,457	866	6,184	83	654	631	412	1,780	183	2,385	4,088	1,278	7,934
1915	142	1,935	3,548	750	6,375	72	664	647	414	1,791	214	2,599	4,195	1,164	8,166
1916	178	2,153	3,700	497	6,528	106	832	626	325	1,889	284	2,985	4,326	822	8,417
1917	228	2,203	3,803	430	6,664	128	850	697	256	1,931	356	3,053	4,500	686	8,595
1918	264	2,199	3,890	363	6,716	100	904	656	261	1,921	364	3,103	4,546	624	8,637
1919	321	2,213	3,883	369	6,786	85	925	606	311	1,927	406	3,138	4,489	680	8,713

SURVEY OF EDUCATION IN CANADA

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70.—Quebec Schools: Lay Teachers of both Sexes in Roman Catholic and Protestant Elementary, Model Schools and Academies, by Class of Diploma, 1901-1919.

Year.	Roman Catholic.					Protestant.					Total.				
	Academy.	Model	Elementary.	Without Diploma.	Total.	Academy.	Model	Elementary.	Without Diploma.	Total.	Academy.	Model	Elementary.	Without Diploma.	Total.
1901...	67	1,301	3,114	734	5,216	125	453	706	137	1,427	190	1,764	3,808	858	6,625
1902...	65	1,283	3,118	749	5,215	-	-	-	-	1,434	-	-	-	-	6,649
1903...	80	1,286	3,181	751	5,298	116	453	687	187	1,443	198	1,739	3,868	945	6,741
1904...	76	1,276	3,162	832	5,346	106	436	700	254	1,496	182	1,712	3,862	1,086	6,842
1905...	78	1,319	3,171	846	5,414	100	411	665	305	1,481	178	1,740	3,836	1,151	6,895
1906...	89	1,370	3,180	812	5,451	105	430	623	352	1,510	194	1,800	3,803	1,164	7,061
1907...	95	1,374	3,208	892	5,569	111	439	583	393	1,546	206	1,813	3,791	1,285	7,115
1908...	101	1,384	3,228	894	5,607	128	451	527	459	1,565	229	1,835	3,755	1,353	7,189
1909...	118	1,473	3,160	1,001	5,752	126	474	516	502	1,618	244	1,947	3,676	1,503	7,370
1910...	128	1,527	3,282	930	5,867	121	491	498	523	1,633	249	2,018	3,780	1,453	7,500
1911...	144	1,637	3,285	896	5,962	143	577	639	466	1,825	287	2,214	3,924	1,362	7,787
1912...	168	1,688	3,321	902	6,079	174	654	514	439	1,781	342	2,342	3,835	1,341	7,860
1913...	204	1,658	3,343	935	6,170	145	678	514	445	1,782	349	2,366	3,857	1,380	7,952
1914...	242	1,840	3,503	935	6,520	166	680	639	426	1,911	408	2,520	4,142	1,361	8,431
1915...	289	2,052	3,617	826	6,784	173	688	651	476	1,982	462	2,740	4,268	1,302	8,766
1916...	364	2,295	3,772	552	6,983	188	881	631	374	2,074	552	3,176	4,403	926	9,057
1917...	449	2,336	3,873	480	7,188	219	879	701	285	2,084	668	3,215	4,574	765	9,222
1918...	523	2,341	3,948	387	7,199	186	929	658	285	2,058	709	3,270	4,606	672	9,257
1919...	553	2,343	3,945	400	7,241	173	943	609	337	2,062	726	3,286	4,554	737	9,303

71.—Quebec Schools: Qualified Lay Teachers in Elementary, Model Schools and Academies, classified according to Source of Diplomas, 1901-1919.

Year.	Roman Catholic					Protestant.					Total.				
	Normal Schools.			Board of Examiners.		Normal Schools.			Board of Examiners.		Normal Schools.			Board of Examiners.	
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
1901...	122	214	336	115	4,031	4,146	50	64	114	38	577	615	172	278	450
1902...	115	224	339	118	4,009	4,127	95	0	95	37	-	120	-	-	-
1903...	119	238	357	110	4,080	4,190	100	700	800	36	473	509	219	938	1,157
1904...	100	268	368	112	4,034	4,146	85	710	795	26	460	486	185	978	1,163
1905...	100	291	391	99	4,078	4,177	87	704	791	29	404	433	187	995	1,182
1906...	104	289	393	98	4,148	4,246	83	730	813	27	359	386	187	1,019	1,260
1907...	108	288	396	99	4,182	4,281	94	751	845	25	307	332	202	1,039	1,241
1908...	110	305	415	100	4,193	4,298	108	447	555	33	278	311	218	1,042	1,260
1909...	130	355	485	103	4,163	4,266	98	761	859	24	277	301	228	1,116	1,344
1910...	128	439	567	108	4,262	4,370	92	755	847	30	279	309	220	1,194	1,414
1911...	126	522	648	101	4,317	4,418	139	800	939	60	430	490	265	1,322	1,587
1912...	140	642	782	105	4,290	4,395	117	793	910	40	445	485	257	1,435	1,692
1913...	157	687	844	103	4,288	4,391	128	769	897	24	451	475	285	1,456	1,741
1914...	188	808	996	109	4,480	4,589	131	955	1,086	45	413	458	319	1,763	2,082
1915...	198	953	1,151	135	4,672	4,807	191	975	1,166	61	402	463	389	1,928	2,317
1916...	228	1,114	1,342	172	4,917	5,089	185	1,102	1,287	66	462	528	413	2,216	2,629
1917...	248	1,237	1,485	176	4,997	5,173	153	1,140	1,293	84	535	619	401	2,377	2,778
1918...	252	1,301	1,553	207	5,052	5,259	137	1,137	1,274	73	523	596	389	2,438	2,827
1919...	227	1,346	1,573	197	5,071	5,268	42	1,137	1,179	67	479	546	269	2,483	2,752

M.—Male. F.—Female.

72.—Quebec Schools: Lay Teachers in Publicly Controlled and Independent Schools, 1915-1919.

Year.	Public.						Independent. ¹						Grand Total.	
	Roman Catholic.			Protestant.			Roman Catholic.			Protestant.				
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.		
1915...	391	6,224	6,615	191	1,786	1,977	22	151	173	-	5	5	8,770	
1916...	432	6,390	6,822	185	1,888	2,073	23	138	161	-	-	-	9,056	
1917...	446	6,527	6,973	153	1,931	2,084	28	137	165	-	1	1	9,223	
1918...	456	6,575	7,031	137	1,919	2,056	27	141	168	-	2	2	9,257	
1919...	430	6,632	7,062	135	1,925	2,060	25	154	179	-	2	2	9,303	

¹Already included in the tables for Elementary, Model Schools and Academies.

DOMINION BUREAU OF STATISTICS

73.—Ontario Publicly Controlled Schools: Teachers in the Elementary and Secondary Schools, by Qualifications and Sex, 1867-1918.

Year.	Elementary Schools.							Secondary Schools.			Total.			
	1st Class.	2nd Class.	3rd Class.	Special.	Others.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1867.....	1,899	2,454	386	-	151	2,849	2,041	4,890	-	-	159	-	-	5,049
1872.....	1,337	1,477	2,084	-	578	2,626	2,850	5,476	-	-	239	-	-	5,715
1877.....	250	1,304	3,926	-	988	3,020	3,448	6,468	-	-	280	-	-	6,748
1882.....	246	2,169	3,471	-	971	3,062	3,795	6,857	-	-	332	-	-	7,189
1887.....	252	2,553	3,865	-	924	2,718	4,876	7,954	-	-	398	-	-	7,992
1892.....	261	3,047	4,299	-	873	2,770	5,710	8,480	-	-	522	-	-	9,002
1897.....	343	3,386	4,465	-	934	2,784	6,344	9,128	-	-	579	-	-	9,707
1900.....	581	3,851	3,927	-	1,081	2,630	6,810	9,440	-	-	593	-	-	10,033
1901.....	611	4,125	3,571	251	914	2,459	7,035	9,221	-	-	579	-	-	9,800
1902.....	608	4,296	3,432	247	1,081	2,294	7,320	9,614	483	110	593	2,777	7,430	10,207
1903.....	610	4,451	3,250	250	1,145	2,160	7,546	9,706	488	131	619	2,648	7,677	10,325
1904.....	635	4,192	3,396	255	1,331	2,075	7,734	9,809	509	152	661	2,584	7,886	10,470
1905.....	661	4,018	3,245	260	1,722	1,950	7,959	9,909	511	178	689	2,461	8,137	10,598
1906.....	689	4,007	3,254	273	1,812	1,863	8,162	10,025	513	206	719	2,376	8,368	10,744
1907.....	715	3,887	3,452	277	1,839	1,783	8,387	10,170	521	229	750	2,304	8,616	10,920
1908.....	767	3,979	3,565	288	1,774	1,842	8,531	10,373	537	258	795	2,379	8,789	11,168
1909.....	793	4,732	2,971	312	1,778	1,747	8,839	10,586	532	288	820	2,279	9,127	11,406
1910.....	834	5,511	2,370	334	1,803	1,696	9,156	10,832	537	316	853	2,233	9,472	11,705
1911*....	647	6,076	1,695	358	2,124	1,499	9,401	10,900	646	470	1,116	*2,145	9,871	12,016
1912.....	674	6,419	1,804	371	1,866	1,511	9,617	11,128	633	510	1,143	2,144	10,127	12,271
1913.....	795	6,328	1,878	386	1,674	1,600	9,961	11,561	644	544	1,188	2,244	10,505	12,749
1914.....	878	7,387	1,771	396	1,510	1,628	10,314	11,942	660	600	1,260	2,288	10,914	13,202
1915.....	1,051	8,025	1,520	396	1,254	1,685	10,561	12,246	637	621	1,258	2,322	11,182	13,504
1916.....	1,084	8,559	1,346	371	1,105	1,886	11,079	12,465	621	651	1,272	2,007	11,730	13,737
1917.....	1,106	8,784	1,317	376	1,108	1,317	11,445	12,762	596	696	1,292	1,913	12,141	14,054
1918.....	1,099	9,018	1,247	455	1,126	1,068	11,877	12,945	595	727	1,322	1,663	12,604	14,267
1919.....	1,246	9,193	1,159	534	1,257	1,328	12,061	13,389	637	775	1,412	1,965	12,826	14,801

NOTE.—From 1911 to the present, the Continuation School teachers are included with the secondary teachers; previously they were included with the elementary.

74.—Manitoba Publicly Controlled Schools: Teachers Employed, by Sex and Class of Certificate, 1883-1918.

Year.	Number Teachers.	Male.	Female.	Collegiate	1st Class.	2nd Class.	3rd Class.	Interim Certificates.	Specialists.
1883.....	246	123	123	9	37	77	88	35	-
1885.....	476	231	245	6	47	148	200	75	-
1890.....	840	451	389	5	68	279	369	124	-
1895.....	1,093	570	523	18	121	525	395	34	-
1900.....	1,596	592	1,004	42	243	767	497	47	-
1901.....	1,669	618	1,051	46	267	725	541	90	-
1902.....	1,849	629	1,220	44	269	903	444	189	-
1903.....	2,094	628	1,466	50	261	853	591	339	-
1904.....	2,218	682	1,536	53	268	981	583	333	-
1905.....	2,272	597	1,675	59	240	1,092	602	279	-
1906.....	2,365	596	1,769	66	256	1,104	626	214	-
1907.....	2,480	595	1,885	58	261	1,368	567	226	-
1908.....	2,526	598	1,923	56	240	1,350	642	238	-
1909.....	2,662	637	2,025	59	286	1,331	799	187	-
1910.....	2,774	621	2,153	80	273	1,452	718	251	-
1911.....	2,868	651	2,217	85	305	1,283	938	257	-
1912-13.....	2,964	500	2,464	99	254	1,278	1,153	180	-
1914.....	2,864	474	2,390	70	264	1,243	1,134	153	-
1915.....	2,976	598	2,373	93	298	1,359	1,130	96	-
1916.....	2,991	491	2,500	104	260	1,611	889	82	45
1917.....	3,024	530	2,494	121	244	1,439	1,028	140	52
1918.....	3,097	524	2,573	81	351	1,603	849	160	53

SURVEY OF EDUCATION IN CANADA

75

75.—Saskatchewan Publicly Controlled Schools: Teachers in Urban, Elementary and Secondary Schools by Sex and Class of Certificate, 1909-19.

	Elementary Schools.												Second- ary Schools.	Total.		
	First Class.			Second Class.			Third Class.			Permit.			Total.			
	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.	
1909.....	65	51	116	64	240	304	12	34	46	8	6	14	149	331	480	41 521
1910.....	66	56	122	98	295	393	23	54	73	5	16	21	192	407	606	54 660
1911.....	70	92	162	229	430	659	179	254	433	142	171	313	620	947	1,567	56 1,623
1912.....	89	84	173	115	425	540	37	63	100	14	21	37	255	593	848	67 915
1913.....	103	128	231	125	609	734	46	151	197	17	43	60	291	931	1,222	84 1,306
1914.....	143	164	307	127	614	741	45	185	230	6	14	20	321	977	1,298	99 1,397
1915.....	190	203	393	136	642	778	38	193	231	2	10	12	366	1,048	1,414	129 1,543
1916.....	220	284	504	155	733	888	36	208	244	2	15	17	413	1,240	1,653	110 1,763
1917.....	159	255	414	158	792	950	30	163	193	2	11	13	349	1,221	1,570	119 1,689
1918.....	162	284	446	119	903	1,022	33	217	250	4	22	26	318	1,426	1,744	161 1,905
1919.....	181	304	485	127	1,085	1,212	20	183	203	1	5	6	329	1,577	1,906	164 2,070

¹Incomplete. Note also the peculiar figures of 1911.

76.—Saskatchewan Publicly Controlled Schools: Teachers in Rural Elementary Schools by Sex and Class of Certificate, 1909-1919.

Year.	First Class.			Second Class.			Third Class.			Permit.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
1909.....	56	40	96	248	423	671	306	348	654	200	193	393	810	1,004	1,814
1910.....	48	42	90	247	442	689	335	432	767	252	268	520	882	1,184	2,066
1911.....	65	83	148	259	478	737	184	389	573	188	278	466	696	1,228	1,924
1912.....	24	46	70	249	453	702	304	537	841	413	489	902	994	1,525	2,519
1913.....	44	59	103	255	448	703	363	789	1,152	460	512	972	1,122	1,808	2,930
1914.....	49	67	116	287	495	782	503	1,058	1,561	392	352	744	1,231	1,972	3,203
1915.....	76	109	185	309	628	937	601	1,356	1,957	257	199	456	1,243	2,292	3,535
1916.....	76	160	236	272	758	1,030	506	1,546	2,052	223	483	706	1,077	2,947	4,024
1917.....	72	179	251	251	898	1,149	388	1,547	1,935	244	585	829	955	3,209	4,164
1918.....	55	197	252	206	1,111	1,317	250	1,613	1,863	186	710	996	697	3,631	4,328
1919.....	119	276	395	330	1,463	1,793	308	1,486	1,794	183	315	493	940	3,540	4,480

M.—Male. F.—Female.

77.—Saskatchewan Publicly Controlled Schools: Teachers in all Elementary and Secondary Schools by Sex and Class of Certificate, 1909-1919.

Year.	Elementary Schools.												Secondary Schools.	Grand Total.	
	First Class.			Second Class.			Third Class.			Permit.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	
1909.....	121	91	212	312	663	975	318	382	700	208	199	407	959	1,335	41 2,335
1910.....	114	98	212	345	737	1,082	358	479	837	257	284	541	1,074	1,598	54 2,726
1911.....	135	175	310	488	908	1,396	363	643	1,006	330	449	779	1,316	2,175	56 3,547
1912.....	113	130	243	364	878	1,242	341	604	945	427	510	937	1,245	2,122	67 3,434
1913.....	147	187	334	380	1,057	1,437	409	935	1,344	482	555	1,037	1,416	2,734	84 4,236
1914.....	192	231	423	414	1,109	1,523	548	1,243	1,791	398	366	764	1,552	2,949	99 4,600
1915.....	266	312	578	445	1,270	1,715	639	1,549	2,188	529	209	468	1,609	3,340	129 5,078
1916.....	296	444	740	427	1,491	1,918	542	1,754	2,296	225	498	723	1,490	4,187	110 5,787
1917.....	231	434	665	409	1,690	2,099	418	1,710	2,128	246	506	842	1,304	4,430	119 5,853
1918.....	217	481	698	325	2,014	2,339	283	1,830	2,113	190	732	922	1,015	5,057	161 6,233
1919.....	300	580	880	457	2,548	3,005	328	1,669	1,997	184	320	504	1,269	5,117	164 6,550

M.—Male. F.—Female.

DOMINION BUREAU OF STATISTICS

78.—Alberta Publicly Controlled Schools: Teachers in all Elementary and

Year.	First Class.			Second Class.			Third Class.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
1905	74	76	150	127	402	529	1	8	9
1906	86	90	176	157	500	657	—	4	4
1907	101	113	214	176	654	830	—	4	4
1908	116	125	241	222	701	923	—	3	3
1909	135	150	285	273	794	1,072	27	31	58
1910 ¹	158	174	332	332	919	1,251	113	155	268
1911	200	260	460	402	1,122	1,524	176	210	386
1912	230	305	535	434	1,271	1,705	144	249	393
1913	248	304	552	397	1,407	1,804	138	252	390
1914	286	376	662	598	1,607	2,205	191	257	448
1915	418	478	905	654	1,832	2,486	202	242	444
1916	431	637	1,068	588	1,995	2,583	105	224	329
1917	386	596	982	505	2,226	2,731	102	348	450
1918	374	729	1,103	423	2,384	2,807	93	566	659
Aggregate	3,243	4,422	7,665	5,288	17,816	23,104	1,292	2,553	3,845
P.c. of total aggregate	—	—	18.72	—	—	56.41	—	—	6.21

M.—Male.—F.—Female.

¹The totals of these years for all schools show a discrepancy when compared with the totals obtained by adding the totals of these years.

SURVEY OF EDUCATION IN CANADA

77

Secondary Schools by Sex and Class of Certificate, 1905-1918.

Permit.			Special.			Total.			Employed at one time.	Number or changes during year.	Year.
M.	F.	Total.	M.	F.	Total.	M.	F.	Total.			
16	25	41	-	-	-	218	511	729	628	101	1905
37	50	87	-	-	-	280	644	924	815	159	1906
41	121	162	-	2	2	318	892	1,210	943	267	1907
97	204	301	-	4	4	435	1,038	1,468	1,192	276	1908
135	265	400	-	-	-	570	1,245	1,815	1,321	494	1909
113	253	366	-	-	-	716	1,501	2,217	1,610	607	1910
89	192	281	-	-	-	867	1,784	2,651	1,902	749	1911
148	273	421	-	-	-	956	2,068	3,054	2,229	825	1912
197	351	548	-	-	-	980	2,314	3,294	2,511	787	1913
300	363	663	-	-	-	1,375	2,603	3,978	2,898	1,080	1914
117	212	329	27	27	54	1,418	2,800	4,218	3,640	578	1915
199	378	577	32	18	50	1,355	3,252	4,607	3,963	644	1916
249	666	915	25	30	55	1,267	3,866	5,133	4,265	868	1917
171	852	1,023	29	34	63	1,090	4,565	5,655	-	-	1918
1,909	4,205	6,114	-	-	228	11,845	29,079	40,954	-	-	
-	-	14.93	-	-	-	28.92	71.08	100	-	-	

eachers in the different types of schools in Tables 81-82 and 83. This is probably due to typographical errors in the report

DOMINION BUREAU OF STATISTICS

79.—Alberta Publicly Controlled Schools: Teachers in Graded Town, Village and Consolidated Schools, by Sex and Class of Certificate, 1905-1918.

Year.	First Class.			Second Class.			Third Class.			Permit.			Special.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Grand.
1905	35	43	78	38	129	167	-	2	2	0	2	2	-	-	-	73	176	249
1906	41	54	95	27	141	168	-	-	-	1	2	3	-	-	-	69	197	266
1907	58	72	130	42	261	303	-	1	-	1	2	6	8	-	-	102	340	442
1908	64	75	139	39	269	308	-	-	-	4	5	9	-	2	2	107	351	458
1909	84	98	182	57	320	377	3	5	8	3	8	11	-	4	4	147	435	582
1910	98	119	217	68	427	495	10	21	31	2	8	10	-	-	-	178	575	753
1911	139	169	308	77	499	576	10	23	33	3	3	6	-	-	-	229	694	923
1912	146	189	335	81	583	664	9	28	37	1	12	13	-	-	-	237	812	1,049
1913	159	211	370	97	712	809	9	35	44	2	5	7	-	-	-	267	963	1,230
1914	178	227	405	122	749	871	9	27	36	-	3	3	-	-	-	309	1,006	1,315
1915	230	263	493	121	713	834	8	35	43	1	1	2	27	27	54	387	1,039	1,426
1916	265	313	578	138	749	887	9	31	40	1	6	7	32	18	50	445	1,117	1,562
1917	235	359	594	128	875	1,003	12	53	65	4	21	25	25	30	55	404	1,338	1,742
1918	244	442	686	132	960	1,092	16	77	93	6	30	36	29	34	63	427	1,543	1,970
Aggregate P.C. of aggregate	1,976	2,634	4,610	1,167	7,387	8,554	95	338	433	30	112	142	113	115	228	3,381	10,586	13,967
	-	-	33.74	-	-	61.29	-	-	3.10	-	-	1.01	-	-	1.63	24.21	75.79	100

M.—Male. F. Female.

80.—Alberta Publicly Controlled Schools: Teachers in Ungraded or Rural Schools, 1905-1918.

IN SCHOOLS OPEN THROUGHOUT THE YEAR.

Year.	First Class.			Second Class.			Third Class.			Permit.			Total.			
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Grand.	
1905	34	30	64	89	250	339	-	2	2	2	12	19	31	135	301	436
1906	37	35	72	111	307	418	-	3	3	3	28	38	66	176	383	559
1907	23	29	52	63	205	268	-	1	1	1	10	20	30	97	254	351
1908	26	34	60	81	253	334	-	1	1	1	21	59	80	128	347	475
1909	17	26	43	107	275	382	12	10	22	34	73	107	170	384	554	
1910	25	49	74	127	339	466	42	61	103	29	68	97	223	517	740	
1911	24	53	77	165	361	526	75	85	160	14	70	84	278	569	847	
1912	36	72	108	170	377	547	49	92	141	47	20	67	302	561	863	
1913	49	49	98	144	404	548	65	118	183	72	161	233	330	732	1,062	
1914	61	107	168	323	560	888	103	148	251	85	107	192	374	920	1,494	
1915	138	180	218	384	860	1,244	130	145	275	88	113	201	740	1,198	1,938	
1916	115	156	271	301	850	1,151	38	75	113	46	104	150	500	1,192	1,685	
1917	116	188	304	297	1,108	1,407	70	204	274	103	347	450	586	1,851	2,435	
1918	130	287	417	291	1,424	1,715	77	489	566	165	822	987	663	3,019	3,685	
Aggregate	831	1,295	2,126	2,653	7,574	10,227	661	1,434	2,095	754	2,030	2,784	4,902	12,232	17,134	
P.C. of total agg.	-	-	11.82	-	-	59.70	-	-	12.23	-	-	16.25	28.61	71.39	100	

IN SCHOOLS OPEN ONLY A PART OF THE YEAR.

Year.	First Class.			Second Class.			Third Class.			Permit.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Grand.
1905	5	3	8	10	23	33	1	4	5	4	4	8	20	34	54
1906	8	1	9	19	52	71	-	1	1	8	10	18	35	64	99
1907	20	12	32	71	196	267	-	2	2	20	96	116	111	306	417
1908	26	16	42	102	179	281	-	2	2	70	140	210	200	337	535
1909	34	26	60	109	200	309	12	16	28	98	184	282	253	426	679
1910	41	28	61	139	209	348	65	75	140	80	166	246	325	478	803
1911	37	38	75	160	262	422	91	102	193	72	119	191	360	521	881
1912	48	44	92	183	311	404	86	129	215	100	241	341	417	725	1,142
1913	40	44	84	156	291	447	64	99	163	123	185	308	383	619	1,002
1914	47	42	89	153	298	451	79	82	161	215	253	468	494	675	1,169
1915	50	44	94	149	259	408	64	61	125	88	98	186	351	462	813
1916	66	175	241	157	368	525	58	123	181	152	261	413	433	927	1,360
1917	35	49	84	80	243	323	20	91	111	142	296	438	277	679	956
Aggregate	457	522	979	1,488	2,891	4,279	540	787	1,327	1,183	2,055	3,236	3,668	6,253	9,921
P.C. of agg.	-	-	9.87	-	-	44.14	-	-	13.37	-	-	32.62	36.87	63.13	100

SURVEY OF EDUCATION IN CANADA

79

81.—British Columbia Publicly Controlled Schools: Teachers by Sex and Class of Certificate, 1901-1919.

Year.	Certificate.					Sex. ¹		Total.	Special.
	Academic.	First Class.	Second Class.	Third Class.	Temporary.	Male.	Female.		
1901	-	-	-	-	-	185	343	543	-
1902	-	-	-	-	-	194	355	570	-
1903	-	-	-	-	-	189	391	607	-
1904	-	-	-	-	-	182	413	624	-
1905	-	-	-	-	-	177	452	663	-
1906	-	-	-	-	-	176	477	690	-
1907	-	-	-	-	-	163	530	735	-
1908	-	-	-	-	-	181	576	806	-
1909	-	-	-	-	-	213	628	900	-
1910	201	234	323	181	98	288	749	1,037	-
1911	212	275	347	188	157	323	856	1,179	-
1912	260	269	371	218	235	351	1,002	1,353	-
1913	320	450	422	213	192	406	1,191	1,597	-
1914	347	634	480	274	124	485	1,374	1,859	-
1915	416	592	530	322	106	521	1,445	1,966	-
1916	408	529	624	370	47	523	1,541	2,064	86
1917	380	466	740	393	53	468	1,656	2,124	92
1918	372	463	796	420	80	436	1,810	2,248	115
1919	376	453	873	388	140	486	1,846	2,332	102

¹The discrepancy between the number of teachers by sex and the total from 1901-09 is due to the fact that the sex of the high school teachers was not given for these years, the numbers by sex are for elementary schools only.

M.—Male.

B.—Female.

Experience of Teachers.

Data on the experience of teachers have hitherto been given by very few provinces. In the following tables, as in the case of many more of the tables, this survey has been compelled to resort to samples as having some value in indicating tendencies.

82.—Nova Scotia Publicly Controlled Schools: Teachers by years of Teaching Experience, 1894-1919.

Year.	Years of Teaching Experience.													Total.	Number Normal Trained.
	New teachers.	1 year or less.	1 and under 2.	2 and under 3.	3 and under 4.	4 and under 5.	5 and under 7.	7 and under 10.	10 and under 15.	15 and under 20.	20 and under 30.	Over 30 years.			
1894	255	297	327	309	263	205	270	248	186	121	125	—	2,351	499	
1895	345	389	239	276	281	224	310	255	202	113	110	—	2,399	616	
1896	361	452	246	265	239	224	316	251	197	122	112	14	2,438	690	
1897	449	564	284	212	226	194	316	234	199	133	98	15	2,484	752	
1898	417	563	284	223	195	201	320	248	201	135	118	22	2,510	798	
1899	373	572	306	250	198	160	299	255	202	129	107	25	2,503	840	
1900	463	656	274	238	227	183	258	275	216	114	108	28	2,557	887	
1901	466	658	310	244	198	163	241	235	213	115	84	31	2,492	947	
1902	416	643	324	239	211	165	240	230	204	110	96	30	2,492	1,044	
1903	345	600	322	293	209	174	244	220	201	100	101	30	2,494	1,077	
1904	344	551	282	304	225	186	253	213	188	107	99	33	2,441	1,084	
1905	441	618	273	283	248	200	266	220	197	109	117	35	2,566	1,068	
1906	444	660	351	243	217	173	265	212	184	112	118	38	2,578	1,032	
1907	481	688	332	282	201	183	283	201	181	112	123	40	2,626	1,033	
1908	505	759	346	281	208	170	251	195	179	105	122	48	2,664	1,013	
1909	538	736	338	308	238	194	249	199	170	96	116	50	2,694	1,037	
1910	533	783	330	292	247	179	236	228	167	97	117	47	2,723	1,097	
1911	563	832	326	295	237	210	239	225	176	86	121	52	2,799	1,215	
1912	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,236
1913	637	861	685	419	—	461	—	271	105	59	2,861	1,314			
1914	557	890	690	417	—	449	—	267	112	67	2,892	1,381			
1915	649	924	743	404	—	445	—	262	108	59	2,945	1,476			
1916	548	890	418	332	264	190	272	184	184	110	115	60	3,019	1,629	
1917	575	913	412	330	284	209	242	200	173	103	117	62	3,045	1,728	
1918	543	920	378	325	258	207	255	227	178	109	111	69	3,037	1,673	
1919	565	942	365	303	251	207	260	214	188	101	118	63	3,012	1,640	

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83.—New Brunswick Publicly Controlled Schools: Teachers (Second)

Year.	Male.						Female.		
	Under 1 year.	1 and under 2.	2 under 3.	3 under 5.	5 under 7.	Over 7 years.	Under 1 year.	1 under 2.	2 under 3.
1886.....	29	29	18	50	48	131	130	123	191
1887.....	23	28	32	41	60	128	55	117	122
1888.....	8	30	38	34	41	146	35	89	113
1889.....	3	12	37	50	40	100	22	80	108
1890.....	4	26	15	36	35	149	15	76	90
1891.....	4	21	24	41	34	146	48	55	77
1892.....	17	23	28	30	37	131	99	104	89
1893.....	—	—	—	—	—	—	—	—	—
1894.....	33	20	15	36	19	132	99	121	113
1895.....	22	35	18	23	32	141	112	116	109
1896.....	40	38	25	22	31	129	98	116	121
1897.....	39	31	30	43	22	125	98	97	129
1898.....	34	36	37	40	24	118	96	106	113
1899.....	31	24	29	56	36	126	103	97	107
1900.....	37	33	25	47	32	105	112	110	90
1901.....	21	33	32	37	28	115	91	127	104
1902.....	16	23	25	39	36	118	71	88	113
1903.....	36	20	21	34	32	115	113	87	93
1904.....	22	28	15	39	28	112	110	112	89
1905.....	19	23	21	28	26	108	107	112	95
1906.....	29	25	13	27	19	110	94	146	105
1907.....	19	15	20	17	19	107	118	115	134
1908.....	19	25	18	25	11	102	136	120	111
1909.....	19	17	22	23	10	101	152	150	118
1910.....	19	12	17	20	10	92	176	164	158
1911.....	33	13	17	15	9	79	163	187	145
1912.....	19	20	10	19	18	68	183	161	177
1913.....	27	19	10	15	10	59	175	177	148
1914.....	25	24	13	10	10	61	176	199	157
1915.....	22	14	16	14	8	58	187	185	181
1916.....	26	18	8	17	5	64	160	196	177
1917.....	17	21	12	13	13	51	169	168	175
1918.....	18	4	11	15	13	54	193	176	138
1919.....	19	6	5	15	6	56	178	181	174

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class and above) by years of teaching experience, 1886-1919.

age.			Total.			Number of Teachers in same district as previous year.	Number of changes within the year.	Year.
3 under 5.	5 under 7.	Over 7 years.	Male.	Female.	Total.			
88	105	187	305	824	1,129	-	-	1886.
145	89	202	312	730	1,042	1,041	506	1887.
212	90	198	297	737	1,034	1,003	527	1888.
215	141	217	242	783	1,025	954	538	1889.
211	162	232	205	786	991	1,005	505	1890.
180	160	263	270	793	1,063	976	561	1891.
150	162	231	146	835	981	1,005	578	1892.
-	-	-	-	-	-	-	-	1893.
148	147	269	255	897	1,152	1,018	631	1894.
176	122	316	271	951	1,222	1,109	605	1895.
197	147	311	285	990	1,275	1,104	612	1896.
192	130	372	290	1,018	1,308	1,101	622	1897.
201	168	378	289	1,062	1,351	1,133	643	1898.
211	144	389	302	1,051	1,353	1,155	645	1899.
194	170	403	279	1,079	1,358	1,130	624	1900.
179	186	410	266	1,208	1,363	1,121	612	1901.
187	171	447	257	1,677	1,334	1,162	569	1902.
190	162	433	258	1,078	1,336	1,182	534	1903.
171	154	428	224	1,064	1,308	1,171	543	1904.
170	141	438	225	1,063	1,288	1,150	593	1905.
166	144	450	233	1,105	1,338	1,161	590	1906.
177	132	476	197	1,152	1,349	1,155	593	1907.
174	114	529	200	1,184	1,384	1,207	561	1908.
210	125	437	196	1,241	1,437	1,249	600	1909.
191	142	430	178	1,328	1,506	1,319	538	1910.
225	157	406	169	1,319	1,488	1,327	559	1911.
231	138	445	155	1,367	1,522	1,393	546	1912.
232	140	423	145	1,350	1,495	1,384	520	1913.
212	146	408	150	1,356	1,506	1,371	553	1914.
246	149	427	139	1,448	1,587	1,383	572	1915.
274	166	463	143	1,513	1,656	1,415	588	1916.
275	179	457	133	1,484	1,617	1,439	545	1917.
276	189	474	119	1,497	1,616	1,455	537	1918.
236	174	483	108	1,481	1,589	1,436	536	1919.

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84.—Quebec Schools: Qualified Lay Teachers by Years of Teaching Experience, 1915-1919.

ROMAN CATHOLIC.

Year.	Male.						Female.						Total Male and Female. ¹
	1-4 years.	5-9 years.	10-14 years.	15-19 years.	Over 20 years.	Total.	1-4 years.	5-9 years.	10-14 years.	15-19 years.	Over 20 years.	Total.	
1915.....	113	83	31	37	69	333	3,432	1,331	380	258	224	5,625	5,958
1916.....	146	98	38	50	66	398	3,811	1,336	420	255	209	6,031	6,429
1917.....	165	107	46	36	70	424	4,019	1,348	402	250	215	6,234	6,658
1918.....	200	105	56	37	61	459	4,618	1,002	322	203	208	6,353	6,812
1919.....	135	121	58	35	75	424	4,245	1,332	397	234	209	6,417	6,841

PROTESTANT.

1915.....	66	13	11	14	25	129	765	295	118	100	99	1,377	1,506
1916.....	62	20	14	12	28	136	853	323	131	113	144	1,564	1,700
1917.....	37	31	12	11	33	124	889	356	158	109	163	1,675	1,799
1918.....	36	25	16	13	23	113	890	353	152	107	158	1,660	1,773
1919.....	17	36	19	10	27	109	657	478	176	111	194	1,616	1,725

¹These totals do not include teachers without diplomas.

85.—Ontario Schools: Teachers in Public Elementary (not including R.C. Separate) Schools by Years of Teaching Experience, 1905-1918.

Year.	Less than 1 year.	1 and under 2.	2 and under 4.	4 and under 7.	7 and under 12.	12 and under 20.	Over 20 years.	Total.
1905.....	458	1,326	2,062	1,711	1,405	1,016	701	8,679
1906.....	437	1,345	2,083	1,601	1,443	1,075	769	8,753
1907.....	611	1,417	2,004	1,505	1,389	1,034	899	8,859
1908.....	596	1,368	2,119	1,546	1,365	1,057	969	9,020
1909.....	994	849	2,290	1,501	1,392	1,129	1,030	9,185
1910.....	1,153	1,119	1,815	1,602	1,404	1,175	1,101	9,369
1911.....	1,271	1,043	1,741	1,689	1,359	1,153	1,093	9,349
1912.....	1,156	1,205	1,724	1,831	1,326	1,159	1,119	9,520
1913.....	1,400	1,255	1,685	1,930	1,366	1,199	1,159	9,994
1914.....	1,396	1,365	1,850	1,995	1,385	1,218	1,193	10,402
1915.....	1,309	1,291	2,045	1,790	1,486	1,265	1,275	10,461
1916.....	1,510	1,256	2,000	1,763	1,585	1,214	1,312	10,640
1917.....	1,416	1,359	2,052	1,871	1,671	1,291	1,514	11,174
1918.....	1,726	1,231	2,067	1,982	1,626	1,285	1,502	11,419

Salaries of Teachers.

It is a question whether tabulating average salaries according to the professional certificate of the teachers has any great value. Teachers with high qualifications are better paid than those with low usually by virtue of holding better positions, not because of their certificates. Where a second class teacher holds a good position he is paid better than a first in a poor position. The tendency is, moreover, to eliminate the low class teachers wherever this is possible. A table of salaries by certificate is only useful, therefore, to indicate ranges of salaries. To give the average salaries of all classes irrespective of classes or sex is still more misleading. A province may show, for instance, an average salary of \$500, for the reason that the few in secondary positions or in good city positions receive the comparatively high salaries of \$1,500 to \$2,500 while the vast majority receive less than \$500. Again, in the province of Quebec, reference to table 71 will show that 7,270 teachers out of a total 16,213 in 1919 belonged to religious orders. These may be excellently trained and fitted for their work, but they receive no salaries. It is unfair to judge a province by the average salaries of its paid teachers when a large number of its very best teachers are receiving no salaries. It would seem that a much better idea could be conveyed of the remuneration of the teaching profession if a table such as Table 89 could be compiled for all provinces. Such a table shows to the prospective teacher the chances of receiving a certain salary.

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86.—British Columbia Publicly Controlled Schools: Number of Teachers by Salaries Received, 1919.

	Under \$1,000.	Over \$1,000 and under \$1,500.	Over \$1,500 and under \$2,000.	Over \$2,000 and under \$2,500.	Over \$2,500 and under \$3,000.	Over \$3,000 and under \$3,500.	Over \$3,500 and under \$4,000.	Over \$4,000.	Total Teachers.
High Schools.....	—	42	70	54	26	3	1	1	197
Graded City Schools.....	270	539	86	47	15	4	—	—	961
Rural Municipality Schools.....	314	175	31	16	2	—	—	—	538
Rural and Assisted Schools.....	408	197	7	—	—	—	—	—	612
	992	953	194	117	43	7	1	1	2,308

87.—Nova Scotia Publicly Controlled Schools: Teachers' Average Salaries, by Class of Certificate held, 1894-1919.

Year.	Academic.		Class "A" Superior 1st.		Class "B" or 1st.		Class "C" or Second.		Class "D" or Third.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1894.....	801 89	652 05	—	—	438 07	319 22	275 76	227 93	180 70	156 50
1895.....	837 99	533 66	—	—	419 27	309 90	287 71	232 21	182 30	162 94
1896.....	789 36	621 87	—	—	397 78	302 32	275 02	227 27	181 73	160 68
1897.....	836 30	651 39	—	—	405 63	303 16	284 09	223 31	183 99	162 21
1898.....	841 03	552 86	—	—	400 09	291 20	286 77	225 76	178 98	164 21
1899.....	781 13	477 28	—	—	398 80	308 01	261 15	231 25	187 75	165 91
1900.....	732 55	422 62	—	—	391 88	293 25	272 11	230 87	189 88	166 35
1901.....	763 41	432 87	—	—	384 34	283 92	257 61	233 62	192 68	165 41
1902.....	798 16	429 42	—	—	393 82	293 72	262 36	229 78	186 63	168 31
1903.....	809 04	456 77	—	—	438 36	292 81	255 08	230 28	188 44	166 81
1904.....	897 79	533 56	—	—	456 39	308 73	278 32	242 32	196 56	177 17
1905.....	867 22	520 22	—	—	468 12	312 36	281 47	245 26	205 36	178 05
1906.....	887 45	541 08	—	—	484 79	322 41	304 95	249 00	199 53	185 90
1907.....	897 72	537 07	—	—	521 14	334 42	358 23	249 90	214 20	182 96
1908.....	923 97	598 48	—	—	520 36	343 54	348 48	261 61	218 93	194 36
1909.....	1,007 22	629 70	—	—	531 47	346 44	358 47	274 20	210 46	195 96
1910.....	969 63	636 58	—	—	562 45	358 42	342 15	279 09	222 15	198 85
1911.....	1,054 25	652 35	—	—	569 42	360 12	335 86	285 48	235 34	207 59
1912.....	1,138 77	691 15	867 00	491 89	373 49	368 89	359 59	290 39	236 18	215 18
1913.....	1,139 49	730 19	918 33	501 31	610 60	373 92	335 29	298 89	249 70	222 94
1914.....	1,165 51	697 86	800 43	513 02	626 09	385 35	402 72	309 06	261 20	230 38
1915.....	1,218 08	716 13	808 78	466 75	656 70	389 60	405 55	312 44	271 65	231 82
1916.....	1,246 95	783 30	871 38	481 97	676 84	391 89	419 15	315 76	261 53	237 84
1917.....	1,319 07	866 00	853 85	547 57	718 54	400 66	445 41	317 62	260 17	238 34
1918.....	1,365 55	915 23	1,034 12	550 76	830 03	432 34	456 77	337 84	279 45	251 47
1919.....	1,437 65	985 98	1,096 17	604 67	919 49	478 84	589 29	378 76	325 88	275 57

88.—New Brunswick Publicly Controlled Schools: Average Salaries of Teachers by Class of Certificate, 1889-1919

Year.	Common Schools, Average rate per year, to male teachers.			Common Schools, Average rate per year to female teachers.			Average Supt. Tech.	Grammar School.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd class.	3rd Class.		
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
1889.....	578 98	304 69	225 35	323 21	228 12	187 14	—	—
1890.....	520 06	312 15	231 15	338 15	229 73	192 84	—	—
1891.....	544 17	307 27	230 12	331 25	235 93	195 92	—	—
1892.....	536 75	302 94	225 34	335 81	233 54	190 79	—	—
1893.....	521 78	299 13	225 09	315 99	232 43	184 79	—	—
1895.....	509 75	294 64	223 36	311 56	229 28	183 21	—	—
1896.....	504 59	296 09	227 77	304 31	235 45	188 97	563 84	884 61
1897.....	498 34	293 50	234 32	319 37	232 22	188 54	567 39	943 24
1898.....	463 99	278 40	224 35	309 03	229 75	187 65	608 55	—
1899.....	439 31	276 51	223 76	306 97	230 08	184 29	575 30	—
1900.....	463 33	278 30	219 62	306 81	228 32	183 81	577 80	—
1901.....	520 10	276 48	221 41	312 69	226 78	179 34	576 07	—
1902.....	510 59	286 39	220 85	315 25	232 38	180 51	569 41	—
1903.....	522 86	291 22	199 77	328 21	237 34	186 30	570 96	—
1904.....	542 67	302 42	232 17	329 13	240 75	190 71	583 53	—
1905.....	577 60	316 09	234 90	339 72	248 23	194 90	587 54	—
1906.....	609 90	319 84	238 91	356 95	255 85	198 12	611 17	—
1907.....	662 48	333 85	245 83	360 12	264 14	206 13	627 97	—
1908.....	663 22	350 70	266 90	396 88	286 53	217 65	675 04	—
1909.....	641 31	352 00	262 19	395 25	288 66	218 69	689 20	—
1910.....	663 28	355 29	260 90	399 71	290 25	227 91	692 22	—
1911.....	677 26	349 23	270 62	402 38	294 50	228 99	692 49	—
1912.....	683 54	363 40	282 60	408 79	300 26	234 16	728 46	1,099 79
1913.....	845 48	374 94	284 92	418 92	308 02	239 17	723 70	1,104 20
1914.....	883 33	403 34	296 81	464 18	318 30	248 56	759 43	1,143 20
1915.....	845 30	403 72	290 17	488 74	324 80	255 86	776 35	1,194 80
1916.....	873 64	393 77	290 97	482 06	318 60	261 72	799 03	1,242 60
1917.....	921 77	429 85	316 86	500 60	344 90	271 79	823 82	1,251 19
1918.....	1,075 33	465 72	339 25	559 83	371 39	297 02	843 53	1,332 44
1919.....	1,200 49	507 39	389 72	705 63	427 29	332 39	901 86	1,523 27

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89.—Quebec Schools: Average Salaries of Qualified Lay Teachers in Elementary and Model Schools and Academies

Year.	Roman Catholic Schools.							
	Male Teachers.				Female Teachers.			
	In Towns.		In the Country.		In Towns.		In the Country.	
	Elementary Schools.	Model and Academies.	Elementary Schools.	Model and Academies.	Elementary Schools.	Model and Academies.	Elementary Schools.	Model and Academies.
1901.....	563	603	221	336	148	137	112	130
1902.....	400	588	213	328	153	160	110	135
1903.....	340	602	238	345	158	164	113	138
1904.....	394	603	255	363	174	206	118	139
1905.....	515	689	263	358	170	178	117	138
1906.....	800	715	262	341	170	198	119	142
1907.....	800	753	281	350	146	190	121	140
1908.....	500	792	275	380	177	197	125	141
1909.....	417	756	255	405	186	196	130	151
1910.....	500	796	264	419	197	230	133	149
1911.....	400	815	301	420	202	257	136	154
1912.....	467	781	321	449	217	265	138	159
1913.....	547	821	273	500	227	278	154	170
1914.....	602	816	405	535	253	299	167	179
1915.....	684	869	588	580	265	318	178	198
1916.....	746	877	550	580	281	330	183	210
1917.....	758	907	540	617	295	353	187	214
1918.....	856	965	513	631	313	386	194	269

¹These figures for Protestant Elementary and Model and Academies, male teachers, should probably be transposed.

9.—Ontario Publicly Controlled Schools: Salaries of Teachers in Elementary and Secondary Schools, 1867-1918.

Year.	Public and Roman Catholic Separate Schools.										Secondary						
	High- est Paid.	Average.		Average Cities.		Average Towns.		Average Villages		Average all Urban.		Average Rural.		Continuation School.			
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	High- est Sal- ary.	Aver- age Prin- cipal.	Aver- age Assis- tant.	Average ² Salary.
1867.....	1,350	346	226	532	243	464	240	-	-	-	-	261	189	-	-	-	-
1872.....	1,000	360	228	628	245	507	216	-	-	-	-	305	213	-	-	-	-
1877.....	1,100	398	264	735	307	583	269	-	-	-	-	379	251	-	-	-	-
1882.....	1,100	415	269	742	331	576	273	-	-	-	-	385	248	-	-	-	-
1887.....	1,450	425	292	832	382	619	289	-	-	-	-	398	271	-	-	-	-
1892.....	1,500	421	297	894	402	648	298	-	-	-	-	383	269	-	-	-	-
1897.....	1,500	391	294	892	425	621	306	-	-	-	-	347	254	-	-	-	-
1900.....	1,500	404	298	892	455	624	309	-	-	-	-	349	255	-	-	-	-
1901.....	1,550	421	306	915	470	649	315	-	-	-	-	359	262	-	-	-	-
1902.....	1,600	436	313	935	479	667	317	-	-	-	-	372	271	-	-	-	-
1903.....	1,600	465	324	951	491	678	327	-	-	-	-	387	283	-	-	-	-
1904.....	1,600	485	335	953	498	705	341	564	305	-	-	385	294	-	-	-	-
1905.....	1,600	514	348	1,003	503	746	344	592	316	-	-	402	311	-	-	-	-
1906.....	1,700	547	369	1,039	533	761	382	619	342	-	-	425	325	-	-	597	425
1907.....	1,900	596	420	1,157	592	800	406	659	372	907	453	458	379	-	-	-	-
1908.....	2,000	624	432	1,305	623	837	423	684	383	995	516	462	382	-	-	758	556
1909.....	2,000	660	449	1,264	633	872	437	724	409	1,009	532	484	399	-	-	828	592
1910.....	2,100	711	483	1,364	659	933	472	788	451	1,089	565	508	431	-	-	892	637
1911.....	2,200	767	518	1,395	706	963	496	733	463	1,153	602	536	464	1,600	1,000	702	1,267-682
1912.....	2,200	788	543	1,320	703	977	519	779	492	1,141	618	566	493	1,600	1,041	745	1,078-719
1913.....	2,300	838	575	1,423	726	1,022	553	802	517	1,225	647	591	524	1,800	1,082	744	917-732
1914.....	2,400	875	604	1,484	772	1,033	577	840	537	1,276	636	614	543	2,000	1,099	745	958-733
1915.....	2,400	902	613	1,502	779	1,067	586	840	540	1,310	696	621	549	2,000	1,086	740	708-742
1916.....	2,400	957	626	1,535	789	1,115	603	855	549	1,334	710	654	561	2,000	1,093	757	755-758
1917.....	2,500	1,038	650	1,637	795	1,166	628	908	573	1,425	731	686	580	2,000	1,117	778	812-776
1918.....	2,800	1,226	707	1,777	915	1,261	668	959	612	1,558	822	743	609	1,800	1,171	826	909-819
1919.....	-	-	-	-	-	-	-	-	-	-	-	-	-	2,100	1,303	929	967-927

¹Incorporated villages included from 1867 to 1903 inclusive. ²In Technical High School. ³The double figures refer to sexes.

SURVEY OF EDUCATION IN CANADA

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89.—Quebec Schools: Average Salaries of Qualified Lay Teachers in Elementary and Model Schools and Academies
—continued.

Protestant Schools.

Male Teachers.

Female Teachers.

Year.

Elementary Schools.	Model and Academies.	In the Country.		In Towns.		In the Country.		
		Elementary Schools.	Model and Academies.	Elementary Schools.	Model and Academies.	Elementary Schools.	Model and Academies.	
1,149	1,075	205	628	367	410	149	264	1901
1,202	1,137	515	601	—	—	—	—	1902
1,168	1,054	414	627	367	396	151	246	1903
1,285	1,060	550	666	369	391	153	255	1904
1,309	1,178	750	656	378	389	161	240	1905
1,414	1,152	460	714	411	394	170	258	1906
1,333	1,191	460	697	400	400	191	275	1907
1,420	1,312	350	851	408	412	196	300	1908
1,479	1,293	340	862	431	476	214	319	1909
1,506	1,554	350	923	441	465	221	334	1910
1,410	1,358	600	968	495	486	230	350	1911
1,440	1,206	700	1,013	437	738	281	381	1912
1,475	1,330	430	1,135	627	617	262	433	1913
1,598	1,615	?	1,159	669	690	278	444	1914
1,409	1,333	474	1,387	491	499	281	433	1915
1,699	1,512	335	966	749	664	285	426	1916
1,875	1,719	240	1,121	764	664	287	456	1917
1,978	1,627	470	1,077	769	678	304	467	1918

as it does not look likely that Elementary school teachers are receiving salaries than Model and Academy.

90.—Ontario Publicly Controlled Schools: Salaries of Teachers in Elementary and Secondary Schools, 1867-1918
—continued.

Schools.

High Schools.

Collegiate Institutes.

Summary H. S. and Collegiate Institutes.

Year.

High- est Sal- ary.	Aver- age Prin- cipal.	Average ³ Assistants.	Aver- age Sal- ary.	High- est Sal- ary.	Aver- age Prin- cipal.	Average ³ Assistants.	Aver- age Sal- ary.	High- est Sal- ary.	Aver- age Prin- cipal.	Aver- age Assis- tant.	Aver- age Sal- ary.	Assistants by Sex, M. F.			
—	—	—	—	—	—	—	—	—	—	—	—	—	—	1867	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	1872	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	1877	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	1882	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	1887	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	1892	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	1897	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	1900	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	1901	
1,400	1,034	675	785	2,800	1,584	1,016	1,096	2,800	1,198	857	934	—	—	1902	
1,500	1,053	699	806	2,900	1,604	1,018	1,097	2,900	1,220	875	950	—	—	1903	
2,400	1,088	740	840	3,000	1,606	1,022	1,096	3,000	1,246	894	967	976	692	1904	
2,600	1,117	777	872	3,000	1,620	1,055	1,125	3,000	1,270	927	997	1,023	723	1905	
2,500	1,155	817	910	3,500	1,655	1,108	1,176	3,500	1,303	975	1,039	1,091	762	1906	
2,600	1,225	871	967	3,500	1,747	1,183	1,247	3,500	1,377	1,040	1,105	1,174	815	1907	
2,700	1,283	913	1,007	3,500	1,791	1,214	1,276	3,500	1,430	1,074	1,139	1,224	841	1908	
2,800	1,370	971	1,067	3,500	1,854	1,280	1,321	3,500	1,519	1,129	1,195	1,298	894	1909	
3,000	1,441	1,026	1,121	3,500	1,905	1,328	1,385	3,500	1,582	1,194	1,259	1,387	951	1910	
5,000	1,541	1,317	914	1,188	3,600	1,981	1,505	1,120	1,436	5,000	1,670	1,241	1,312	1,440	996
5,000	1,602	1,387	957	1,236	3,600	2,046	1,558	1,165	1,476	5,000	1,733	1,286	1,357	1,499	1,043
26,000	1,611	1,429	966	1,252	3,700	2,155	1,646	1,227	1,555	6,000	1,771	1,338	1,409	1,579	1,074
6,000	1,677	1,498	987	1,284	3,400	2,207	1,694	1,256	1,583	6,000	1,836	1,373	1,445	1,636	1,104
3,200	1,638	1,398	977	1,233	3,500	2,239	1,708	1,260	1,586	3,500	1,813	1,359	1,430	1,634	1,109
3,200	1,653	1,448	983	1,242	3,500	2,276	1,738	1,308	1,617	3,500	1,839	1,376	1,448	1,667	1,133
3,200	1,697	1,521	1,020	1,281	3,500	2,337	1,814	1,333	1,656	3,500	1,884	1,412	1,484	1,740	1,167
3,400	1,753	1,643	1,077	1,335	3,700	2,454	1,955	1,410	1,760	3,700	1,954	1,496	1,565	1,882	1,231
4,375	1,927	1,901	1,244	1,523	4,400	2,495	2,269	1,713	2,079	4,400	2,213	1,763	1,828	2,181	1,465

M.—Male. F.—Female.

DOMINION BUREAU OF STATISTICS

91.—Manitoba Publicly Controlled Schools: Salaries of Teachers, 1883-1918.

Year.	Province.		Cities and Towns.		Rural Schools.		Year.	Province.		Cities and Towns.		Rural Schools.		
	High-est.	Aver-age.	Aver-age.	High-est.	Aver-age.	High-est.	Aver-age.	Aver-age.	High-est.	Aver-age.	High-est.	Aver-age.	High-est.	Aver-age.
1883.....	-	522	670	-	457	1901.....	1,800	458	576	700	435	-	-	-
1884.....	-	-	699	-	434	1902.....	1,800	475	570	800	442	-	-	-
1885.....	-	-	554	-	425	1903.....	1,800	488	598	700	451	-	-	-
1886.....	1,500	459	-	800	-	1904.....	2,400	541	630	800	466	-	-	-
1887.....	1,500	-	-	800	-	1905.....	2,400	514	667	800	460	-	-	-
1888.....	1,500	-	-	850	-	1906.....	2,400	542	663	850	492	-	-	-
1889.....	1,500	483	602	900	464	1907.....	2,400	581	701	725	515	-	-	-
1890.....	1,500	488	741	800	453	1908.....	2,400	588	668	800	521	-	-	-
1891.....	1,600	474	661	900	427	1909.....	2,700	621	737	800	552	-	-	-
1892.....	1,600	490	701	900	461	1910.....	2,700	628	749	800	544	-	-	-
1893.....	1,800	479	643	800	456	1911.....	2,800	669	776	900	587	-	-	-
1894.....	1,800	480	632	720	410	1912.....	-	-	-	-	-	-	-	-
1895.....	1,800	428	635	720	369	1913.....	3,500	783	852	900	545	-	-	-
1896.....	1,800	435	605	750	412	1914.....	3,500	722	843	1,000	594	-	-	-
1897.....	1,800	495	534	750	484	1915.....	3,500	758	885	1,000	616	-	-	-
1898.....	1,800	434	563	700	397	1916.....	3,500	768	957	1,000	619	-	-	-
1899.....	1,800	421	588	700	374	1917.....	3,500	751	913	1,000	621	-	-	-
1900.....	1,800	449	584	700	407	1918.....	3,600	794	962	1,000	678	-	-	-
						1919.....	-	-	-	-	-	-	-	-

92.—Saskatchewan Publicly Controlled Elementary Schools: Teachers' Average Salaries by Class of Certificate, 1909-1919.

Year.	First Class.		Second Class.		Third Class.		Provisional.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	\$	\$	\$	\$	\$	\$	\$	\$
1909.....	726	686	776	665	688	657	656	645
1910.....	747	703	727	696	715	675	695	680
1911.....	900	800	720	720	720	660	720	660
1912.....	910	797	715	710	715	657	725	685
1913.....	882	798	790	763	776	743	760	745
1914.....	826	788	805	782	790	757	780	753
1915.....	832	797	813	779	785	749	779	742
1916.....	876	872	834	801	803	770	819	785
1917.....	950	871	894	849	864	818	881	844
1918.....	1,027	994	1,002	951	989	905	1,027	940
1919.....	1,185	1,125	1,152	1,074	1,120	1,027	1,148	1,053

3.—Saskatchewan Publicly Controlled Elementary Schools: Teachers' Average Salaries, Cities, Towns and Villages, by Class of Certificate, 1909-1919.

Year.	First Class.		Second Class.		Third Class.		Provisional.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	\$	\$	\$	\$	\$	\$	\$	\$
1909.....	1,015	715	799	565	738	613	787	638
1910.....	1,052	730	835	682	761	715	792	651
1911.....	1,000	400	850	800	750	700	720	660
1912.....	1,052	900	853	805	750	695	750	680
1913.....	1,277	938	1,110	743	880	728	787	700
1914.....	1,411	918	1,037	820	897	749	928	759
1915.....	1,298	873	1,015	800	849	737	825	764
1916.....	1,285	872	1,025	804	829	755	1,000	793
1917.....	1,353	930	1,100	844	887	784	940	785
1918.....	1,493	1,003	1,221	912	1,113	879	1,080	950
1919.....	1,634	1,132	1,352	1,020	1,205	962	900	980

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94.—Alberta Publicly Controlled Rural Schools: Teachers' Average Salaries by Class of Certificate* 1905-1919.

Year.	First Class.		Second Class.		Third Class.		Permit.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1905.....	613 97	586 00	602 69	562 36	—	570 00	580 00	506 05
1906.....	624 32	583 42	610 50	588 92	—	586 66	592 25	577 76
1907.....	616 30	603 65	598 80	596 25	—	600 00	596 00	574 25
1908.....	666 53	640 58	621 81	612 45	—	600 00	655 23	608 00
1909.....	666 47	624 11	636 42	624 71	639 16	612 00	630 58	604 17
1910.....	690 20	666 83	681 13	661 12	668 71	647 24	631 72	625 19
1911.....	749 32	718 47	709 19	684 08	700 81	654 05	602 72	635 18
1912.....	689 17	672 83	657 73	669 23	675 40	659 29	641 75	635 97
1913.....	784 40	768 53	778 16	730 90	770 09	728 45	744 83	707 60
1914.....	795 54	752 70	765 52	743 19	734 19	741 86	746 00	708 93
1915.....	775 36	763 24	774 35	756 36	754 23	751 68	751 45	719 48
1916.....	801 65	771 40	781 64	758 27	773 31	752 55	742 77	739 36
1917.....	836 37	805 23	833 09	784 33	809 32	838 40	784 76	707 57
1918.....	929 62	875 54	908 00	860 64	907 90	853 51	853 64	850 23

95.—Alberta Publicly Controlled Schools: Teachers' Average Salaries, All Schools, by Class of Certificate, 1905-1919

Year.	First Class.		Second Class.		Third Class.		Permit.		Special.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1905.....	732 09	612 67	619 18	572 48	660 00	562 50	570 00	520 60	—	—
1906.....	789 23	609 90	638 25	585 05	—	590 00	596 83	550 50	—	—
1907.....	854 40	649 65	656 55	591 15	—	662 50	612 45	594 15	—	—
1908.....	899 82	696 00	676 64	631 00	—	620 00	635 00	625 85	—	—
1909.....	938 91	706 53	708 94	649 23	654 07	623 87	633 18	602 38	—	—
1910.....	992 31	707 84	726 15	683 35	682 92	659 98	659 72	632 02	—	—
1911.....	1,028 54	738 19	747 92	697 77	704 82	673 47	675 24	657 95	—	—
1912.....	1,013 46	739 13	776 49	697 27	676 76	669 97	663 35	635 19	—	—
1913.....	1,172 66	845 79	991 06	764 87	759 10	729 84	727 29	715 06	—	—
1914.....	1,211 59	844 23	818 83	774 65	756 66	745 61	749 23	726 42	—	—
1915.....	1,120 00	826 62	800 35	776 03	757 03	753 49	748 36	716 54	1,606 55	1,032 21
1916.....	780 70	725 35	785 17	753 25	760 45	765 39	771 40	717 60	—	—
1917.....	1,234 81	896 74	885 72	814 49	831 59	801 12	805 59	771 22	1,750 40	1,144 16
1918.....	1,235 89	939 71	984 18	879 79	929 40	868 90	858 43	848 12	1,755 80	1,152 76

96.—British Columbia Publicly Controlled Schools: Average Salaries of Teachers by Class of Certificate, 1917-1919

Certificate.	1917.		1918.		1919.	
	Male.	Female.	Male.	Female.	Male.	Female.
	\$	\$	\$	\$	\$	\$
Academic.....	1,588	1,076	1,736	1,151	1,974	1,314
First Class.....	1,454	937	1,551	1,027	1,701	1,095
Second Class.....	1,176	857	1,291	902	1,363	1,001
Third Class.....	957	828	941	860	1,052	919

PART V.—ADOLESCENT EDUCATION.**Secondary Institutions.**

The number of pupils receiving secondary education in publicly controlled schools has already been given by the number of pupils in secondary grades in the different provinces. It should be made clear, however, that a large proportion of these receive their education in schools which are not secondary; some in rural schools, other, especially in the Prairie Provinces, in what may be termed intermediate schools, that is, graded schools in villages and small towns where one or more secondary grades are taught in addition to the elementary grades. In all the provinces except Prince Edward Island and Quebec there are secondary schools or high schools where nothing else but secondary work is done. In Prince Edward Island the only purely secondary institution is Prince of Wales College. This college admits students on examination equivalent to that for grade IX (or somewhat higher) of the other provinces and carries them up to a standing somewhat higher than grade XII. This college is also the provincial normal school. Students who look forward to teaching must make at least 50 per cent in arithmetic and English at the entrance examinations. Students holding High Honour Diplomas from this college are admitted into the Third Year in Arts by Dalhousie, Acadia, Mt. Allison and King's universities; those holding honour diplomas (65 per cent average) to the second year; those holding second year certificates, to the first year. This shows that the second year is considered equivalent to grade XI with the necessary ancient and modern languages. Second year students who make an average of 65 per cent (with no subject below 45 per cent) on the work of the year are granted First Class teachers' licenses providing they have taken the normal training; under like conditions first year students are granted a Second Class license. In 1919 the enrolment of this college was 96 males and 182 females or a total of 278, with about 190 in the first year, 70 in the second year and 20 in the third year. The teaching staff consisted of six male and two female teachers, each holding a university degree. Attached to the college is a model school supported by the city of Charlottetown with a staff in 1919 of six female teachers and an enrolment of 159 children. The model school is, as its name implies, for practice teaching by student teachers.

It will be seen from the above that at least one year of secondary work (grade IX) is done before admission to Prince of Wales College. As a matter of fact the city or town graded schools in Charlottetown, Summerside, and Montague have ten grades. Charlottetown, Summerside, and Montague have schools with one or two rooms doing work of exclusively secondary grade. These are secondary class rooms proper. They are under the same principal as the lower grades, the principal and one of his assistants teaching the secondary grades. In 1920 there were 109 students in grade IX and 56 in grade X in these secondary rooms. The first class schools throughout the province also are required to teach secondary work.

In Nova Scotia there are two types of purely secondary institutions (1) the County Academy and (2) the "Pure High" school. The county academies in 1919 had an enrolment of 2,017, an average attendance of 1,505, or a percentage of attendance of 74·6. Of this enrolment 606 were under 15 years of age, and 1,411 over 15 years; 838 were boys and 1,179 were girls; 699 were in grade IX, 596 in grade X, 501 in grade XI and 221 in grade XII. The staff in these 18 academies in 1919 was 62, nearly all of whom were university graduates, two holding the degree Ph.D. and one LL.D. In addition to these academies there are pure high schools situated wherever the community can afford them, but usually in the larger towns which are not the county towns. In 1919 there were in all 69 classrooms in Nova Scotia devoted exclusively to secondary work. In addition to these, secondary work was taken up in 1,370 common school

classrooms; of these 1,067 were one-room schools of which 600 took the work up to grade IX, 387 to grade X and 80 to grade XI; 206 were two teacher school rooms, 70 of which extended the work to grade IX, 73 to X, 62 to XI and 1 to XII and 97 were three or more teacher schools, 27 extending the work to IX, 26 to X, 41 to XI, and 3 to XII. It is unfortunate that the number of pupils doing this secondary work in common schools is not given, as thus it would be also possible to ascertain the total number doing secondary work in pure high schools. Only this much can be ascertained: in 1919, 9,138 pupils were in secondary grade; of these 2,017 were taught in county academies and the remaining 7,121 either in high schools or in common schools.

In New Brunswick, the purely secondary institutions are the grammar school, corresponding to the county academies in Nova Scotia in that they are situated in the county town and supported by the county. During the half year ending December 31, 1918, there were 15 of these schools with 43 departments and 45 teachers and 1,308 pupils doing work of secondary grade—700 in grade IX, 338 in X, 256 in XI, and 14 in XII. In the second half year ending June 30, 1919, there were 43 departments, 47 teachers and 1,213 pupils. This means that out of the 2,025 pupils in secondary grades in the second term ending June 30, 1919, 1,213 took up the work in grammar schools and 812 in either the superior schools or the ordinary graded or ungraded schools, but most of them in the Superior schools.

In Quebec the Roman Catholic classical colleges do purely secondary work as well as university work. Statistics of these colleges are found in table 101, page 91. The remainder of the secondary work in Catholic schools is done in the academies. The Protestant secondary work is done in model schools and academies and also in high schools and special schools. In 1918 the number of teachers in these high schools was 134, the number of pupils 2,642, of whom 1,996 were under 16 years and 646 over 16 years; 2,531 Protestants and 111 Catholics; 1,079 were in the model course (grades VIII-X) and 902 in the academy (grade XI) the remaining 661 being in lower grades. The Protestant academies in 1918 had 128 teachers and 7,946 pupils of whom 7,344 were under 16 years and 602 over 16 years; 1,802 were in the Model course and 813 in the academy course, the remaining 1,802 being in the elementary course. This makes in all the Protestant high schools and academies, 2,886 in grades VIII-X and 1,715 in grade XI, or a total of 4,601 taking work from the eighth to the eleventh year. It is impossible to state exactly the number of pupils doing secondary work in the Catholic academies.

In Ontario, the secondary work is done in continuation schools, high schools and collegiate institutes. Historical statistics of these are given in tables 98 and 99. The remaining pupils doing Fifth Book (grades IX and X) work are in the elementary schools as in the other provinces.

In Manitoba, of the 6,803 in grades IX-XII in 1919, 1,102 took up the work in high schools, 427 in collegiate departments and 3,449 in collegiate institutes, the remaining 1,825 taking it up in the intermediate schools, or the rural schools. There were in 1919, 24 of these high schools, 6 collegiate departments, 9 collegiate institutes. There were 72 intermediate schools with 319 teachers and 1,362 pupils doing secondary work.

In Saskatchewan, the secondary schools are sharply divided as in Ontario. Statistics of the high schools and collegiate institutes are given in table 104. Of the 9,000 pupils in grades IX-XII in 1919, 4,751 took up the work in these secondary schools. Of these, 1,222 boys and 1,783 girls, or 3,005 in all, were in grades IX and X; 473 boys and 534 girls, or 1,207, were in grade XI, and 215 boys and 324 girls, or 539 in all, were in grade XII. Of the remaining 4,249, 3,525 took up the work in village, town and city graded or intermediate schools, 2,646 being in grades IX and X, 771 in grade XI and 108 in grade XII. The remaining 724 took up the work in rural schools, 683 being in grades IX and X, 39 in grade XI and 2 in grade XII.

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In Alberta, although there were 7,932 pupils in grades IX-XII in 1919 and 6,948 in 1918, it is impossible to give the number taking this work in high schools. Of the 6,948 in 1918, 6,541 took up the work in high schools and intermediate graded schools, 2,717 being in grade IX, 1,844 in X, 1,273 in XI, and 707 in XII; 407 took up the work in ungraded schools of whom 324 were in IX, 68 in X, 13 in XI, and 2 in XII.

In British Columbia all but 252 of the pupils doing high school work in 1919 took up the work in the high schools. Statistics of these high schools are given on table 101, page 91.

97.—Roman Catholic Classical Colleges: Professors and Pupils Enrolled, 1901-1919.

Year.	Number of			Average Attendance.	Year.	Number of			Average attendance.
	Colleges.	Professors.	Pupils enrolled.			Colleges.	Professors.	Pupils enrolled.	
1901.....	19	549	5,915	5,468	1911.....	19	642	7,140	6,521
1902.....	19	562	6,096	5,698	1912.....	21	662	7,818	7,280
1903.....	19	559	6,174	5,694	1913.....	21	687	8,189	7,677
1904.....	19	590	6,265	5,758	1914.....	21	726	8,444	7,841
1905.....	19	621	6,269	5,772	1915.....	21	754	8,251	7,664
1906.....	19	621	6,318	5,895	1916.....	21	704	7,696	6,602
1907.....	19	624	6,268	5,798	1917.....	21	747	8,128	6,790
1908.....	19	624	6,274	5,709	1918.....	21	747	7,622	6,956
1909.....	18	609	6,397	5,872	1919.....	21	744	7,711	6,338
1910.....	19	642	6,599	6,053					

98.—Ontario Schools: Number of Teachers and Pupils in Collegiate Institutes and High Schools, 1901-1918.

Year.	Schools.	Teachers.	Pupils Enrolled.			Average attendance.	Per cent.
			Boys.	Girls.	Total.		
1901.....	131	579	10,869	11,654	22,523	13,224	58.71
1902.....	134	593	11,629	12,843	24,472	14,430	58.97
1903.....	135	619	11,988	13,734	25,722	15,317	59.55
1904.....	138	661	12,718	14,991	27,709	16,730	60.38
1905.....	140	689	13,035	15,626	28,661	17,567	61.29
1906.....	142	719	13,336	16,056	29,392	18,073	61.50
1907.....	143	750	13,799	16,532	30,331	18,485	60.94
1908.....	145	795	14,731	17,181	31,912	19,862	62.23
1909.....	145	820	15,776	17,325	33,101	20,791	62.81
1910.....	145	853	15,196	17,416	32,612	20,389	62.52
1911.....	148	898	14,679	17,548	32,227	20,177	62.60
1912.....	148	917	14,846	17,427	32,273	20,268	62.80
1913.....	161	970	15,489	18,257	33,746	21,448	63.55
1914.....	160	1,023	17,001	19,465	36,466	23,360	64.06
1915.....	160	1,020	17,705	20,721	38,426	24,825	64.60
1916-17.....	161	1,038	12,339	16,494	28,833	22,781	79.01
1917-18.....	162	1,051	12,353	16,744	29,097	22,740	78.15
1918-19.....	164	1,088	13,228	17,504	30,732	24,500	79.72

99.—Ontario Schools: Number of Teachers and Pupils in Continuation Schools, 1911-1919.

NOTE.—Previously to 1911 the statistics of these Secondary Schools are included with the Elementary Schools.

Year.	Schools.	Teachers.	Pupils Enrolled.			Average attendance.	Per cent.
			Boys.	Girls.	Total.		
1911.....		129	2,394	3,359	5,753	3,487	60.61
1912.....		138	2,26	3,499	5,595	6,094	3,777
1913.....		125	2,18	2,229	3,315	5,544	3,386
1914.....		131	2,37	2,474	3,595	6,069	3,812
1915.....		132	2,38	2,803	3,997	6,800	4,274
1916-17.....		132	2,34	1,979	3,103	5,082	3,729
1917-18.....		137	2,41	1,989	3,115	5,104	3,734
1918-19.....		136	2,34	1,867	3,139	5,006	3,773

SURVEY OF EDUCATION IN CANADA

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100.—Saskatchewan Schools: Number of Teachers and Pupils in Collegiate Institutes and High Schools, 1908-1919

Year.	Schools.	Teachers.	Pupils.					
			Boys.	Girls.	1st and 2nd years.	3rd year.	4th year.	Total.
1908..	8	23	335	399	487	183	64	734
1909..	13	41	504	643	694	338	115	1,147
1910..	13	54	623	805	884	355	189	1,428
1911..	13	56	766	927	1,003	486	204	1,693
1912..	15	67	885	1,129	1,237	550	227	2,014
1913..	16	84	1,028	1,326	1,446	658	250	2,354
1914..	18	99	1,304	1,622	1,814	763	349	2,926
1915..	21	129	1,545	2,038	2,429	863	291	3,583
1916..	21	138	1,566	2,283	2,398	1,090	361	3,849
1917..	22	119	1,445	2,441	2,507	974	405	3,886
1918..	22	161	1,533	2,561	2,533	1,065	496	4,094
1919..	24	164	1,910	2,841	3,005	1,207	539	4,751

101.—British Columbia Schools: Number of Teachers and Pupils in High Schools in British Columbia, 1901-1919

Year.	Schools.	Teachers.	Pupils Enrolled.			Average attendance.	Per cent.
			Boys.	Girls.	Total.		
1901..	5	15	215	369	584	373	63.87
1902..	7	21	313	471	784	564	71.94
1903..	8	27	316	540	856	627	73.25
1904..	10	29	381	600	981	685	69.83
1905..	12	34	433	657	1,090	834	76.51
1906..	13	37	473	763	1,236	923	74.68
1907..	15	42	432	823	1,355	976	72.03
1908..	16	49	613	857	1,470	1,124	76.46
1909..	18	59	812	997	1,809	1,441	79.66
1910..	21	66	919	1,122	2,041	1,549	75.39
1911..	23	71	940	1,048	1,988	1,533	77.11
1912..	24	77	973	1,178	2,151	1,645	76.48
1913..	30	96	1,232	1,448	2,680	2,109	78.69
1914..	34	110	1,414	1,593	3,007	2,535	84.30
1915..	37	132	1,844	2,068	3,912	3,332	85.17
1916..	40	162	2,260	2,510	4,770	3,816	80.00
1917..	41	169	2,074	2,767	4,841	3,999	82.61
1918..	43	184	2,151	2,999	5,150	4,201	81.57
1919..	45	197	2,392	3,414	5,806	4,670	80.44

102.—Publicly Controlled Secondary Schools: Number of Pupils taking Certain Subjects in Five Provinces, 1919.

Subjects.	Nova Scotia.	New Bruns.	Ontario.	Sask.	British Colum-	Subjects.	Nova Scotia.	New Bruns.	Ont.	Sask.	British Colum.
History.....	4,040	1,977	532	-	1,053	Book keeping...	87	759	5,661	-	866
Geography.....	4,911	1,977	25,723	-	1,250	Stenography...	48	.....	3,825	-	866
Reading.....	-	-	22,613	-	5,806	Tyepwriting...	-	-	3,010	-	870
Arithmetic and Mensuration.	7,439	1,580	25,115	-	3,409	Business Law, etc.	-	-	-	-	491
Algebra.....	8,589	2,008	33,798	-	5,251	Art.....	4,326	628	18,465	-	2,474
Geometry.....	4,046	1,901	19,668	-	4,726	Physical Culture.	2,759	-	35,154	-	-
Trigonometry..	194	32	1,136	-	96	Commercial.	-	-	3,779	-	-
French.....	4,814	1,790	28,006	3,503	4,605	Agriculture.	2,688	-	1,311	1,888	219
Spanish.....	-	-	25	-	-	Manual Training.	-	-	3,253	566	1,115
German.....	120	.....	1,686	34	8	Household Science.	354	-	3,131	797	1,290
Latin.....	3,182	1,442	26,772	3,203	3,991	Art (Model School).	-	-	617	-	-
Greek.....	52	86	4,123	3	22	Wood and Metal work.	294	-	-	233	-
Zoology.....	-	.....	19,318	-	1,400	Elementary Science.	-	-	-	2,744	-
Botany.....	3,254	1,988	19,389	-	155	Music.	807	-	-	1,451	-
Biology.....	-	-	-	-	-	Military Drill.	729	-	-	-	-
Chemistry.....	897	799	17,258	1,362	3,078	Physiology.	-	661	-	-	-
Physics.....	3,907	936	29,000	1,820	2,521	Practical Mathematics.	1,189	-	-	-	-
Mineralogy.....	-	-	-	432	-						
Total number of pupils sampled	9,110	2,025	35,738	4,751	5,806		9,110	2,025	35,738	4,751	5,806

Consolidation.

Consolidation, or the amalgamation of two or more rural school districts with one another or with a village or town district, has been adopted as a system by many of the provinces, but hitherto statistics of consolidation have been meagre. This is unfortunate, for the success of the movement towards consolidation is watched with keen interest by students of education, and provinces which have not tried the system are anxious to see its success in those that have already adopted it before trying the experiment themselves. There is no question that in theory at least the system is a desirable one. The one-room miscellaneous rural school has defects which are manifest to the most casual observer. The greatest of these is, perhaps, the fact that while it requires greater ability and experience on the part of a teacher to handle several different classes at the same time than it does to handle one as in a graded school, the more experienced teachers drift into the graded schools where the salaries are better, so that the rural districts are able to hold only the lowest grade and the most inexperienced, and not even these for more, often for less, than a year at a time. Another disadvantage attached to the miscellaneous school is the fact that only the bare academic subjects can be taken up while graded schools have the incalculable advantages of accommodation and staff to take up such subjects as manual training, agriculture, domestic science, etc. This feature is particularly unfortunate in view of the fact that opportunities for observation and indeed for the practical application of most of these subjects are greater in the country than in the towns.

Another advantage is the fact that the miscellaneous school offers poor prospects to the boy or girl desiring to pursue studies into high school work. True, if the rural one-room school happens to have a good teacher, the one or two high school pupils have the advantage of that teacher's special attention and often of a great deal of help out of school hours; while the fact that such pupils are thrown so much upon their own resources helps them to better habits of study than those of the more or less parasitical pupil in a regular high school. There is a lack, however, that no teacher however good can supply in the one-room school and that is the absence of laboratories and other opportunities for training in practical work at the very best period of the pupil's life for acquiring habits of deftness and skill which are perhaps more important than the acquisition of facts.

Against these and other disadvantages (among which may be mentioned deprivation of the superior social attractiveness of the graded school) the one great advantage of the ungraded school lies in the fact that a pupil is not tied down to the pace of a large class. The bright pupil can complete two or more grades in a year and many valuable years are thus saved for higher work. There is no doubt that this is a great advantage, but there is no reason why provision should not be made for such bright pupils in graded schools.

Consolidation seems to offer a solution to these disadvantages. The conveyancing of children in warm vans seems to obviate the necessity for that greatest of all evils—irregular attendance in the winter. The opportunity a good consolidated school offers to the prospective farmer because of the special attention that may be given to agriculture, manual training and domestic science will, no doubt, prove to be an inducement to the country pupil to remain longer at school; the social opportunities offered by the consolidated school will contribute towards the same end.

The practical difficulties in the way of consolidation are connected with the greater expenditure of conveyancing and of the system in general. The fact, however, that some provinces which have tried out the system are satisfied with the results and are not even sure that it is more expensive than the old system should point to the possibility that the criticism of consolidation on the score of the financial burden it entails, may be due to the theoretic conservative

objections to any innovation rather than to the fact that the superior cost of consolidation has been weighed from every point of view.

It is rather remarkable that so many provinces which are trying out the system are giving no statistics on consolidation. An attempt is made here to bring together such facts as are available for the different provinces.

PRINCE EDWARD ISLAND.—No provision for consolidation is found on the statutes. The necessity for consolidation here is not so marked perhaps as in larger provinces. The island is covered with small villages in each of which is found an advanced graded school with two or more rooms. In the whole island with an area of 2,184 square miles at the present time there are 476 schools with 593 departments, of which 406 are ungraded and 60 with 187 departments are graded. This is one school to every 4·6 square miles and one graded school with an average of over three rooms each to every 36·4 square miles. Now an area of 36·4 square miles is only one township in the Prairie Provinces, an area not at all too great for a consolidated school district; that is, it would not be impossible to convey everyone of the school children in Prince Edward Island to an existing graded school. At the same time it is evident that consolidation is more easily practicable for Prince Edward Island than any other province, since without the expense of forming new consolidated districts the existing graded schools could be equipped and enlarged to accommodate all the pupils of the island who would have in very few cases to be conveyed a longer distance than three or four miles.

NOVA SCOTIA.—Chapter 24 of 1910 of Nova Scotia authorized the Council of Public Instruction to expend not exceeding \$36,000 "for the purpose of assisting in consolidating school sections and the schools therein and in arranging for the conveyance of pupils". What use has been made of this privilege is not ascertained from the reports. It may be interesting to compare the average school accommodation in respect to the area of the province with that of Prince Edward Island. Nova Scotia with an area of 21,428 has 1,917 school sections and 237 graded school sections with 1,433 classrooms. This gives a school (building) to every 11·9 square miles and a graded school with an average of 6·05 rooms to every 90·4 square miles. Clearly consolidation is more necessary here than in Prince Edward Island.

NEW BRUNSWICK.—The statutes of New Brunswick (Sec. 124, Chap. 50, Ed. VIII) provide for an additional grant up to \$1,000 a year (not to exceed \$7,000 a year for the whole province) to three or more contiguous districts amalgamating and providing for school gardens and manual training and conveying children. For each district entering such union there shall be granted \$100 and in addition a sum of \$2 per pupil estimated on the average attendance of pupils during the term ending December 31, no school to receive more than \$1,000 in one year in addition to the ordinary grants.

In the Provincial Report of 1919 there are reports from five consolidated schools with a staff of 24 teachers. Unfortunately these reports do not mention the number enrolled, but from what can be gathered from the Annual Report of 1917 there were in that year enrolled about 1,000 pupils. High school work and manual training, etc., were given prominence in all the reports. New Brunswick with an area of 27,985 square miles has 1,483 schools (districts) with 130 graded school districts. This gives a school to every 18·8 square miles and a graded school with an average of about five rooms to every 215·3 square miles.

QUEBEC.—~~No consolidation.~~ With an area of 706,834 square miles Quebec has 7,255 ordinary schools, or 7,450 teaching institutions in all. This gives a school to 97·4 square miles.

About a dozen consolidated schools are in existence. The Government gives special grants towards the cost of conveyance of pupils.

ONTARIO.—As in many other educational matters in Ontario, activity in promoting consolidation is left to the township council. Section 16, chapter 89, of the Public Schools Act of 9 Edward VII, reads: "In case the ratepayers in each of two or more rural school sections . . . pass a resolution to unite for the purpose of carrying on a consolidated school, the council of the township may pass a by-law to consolidate the sections for that purpose." The consolidation movement in Ontario is as yet at its initial stages. In the one case (the Hudson Consolidated School in Temiskaming) where it has been well tested, it has given satisfaction. Consolidation is being adopted in seven other places, but statistics are not so far available. The arguments in favour of consolidation advanced by Hon. R. H. Grant, Minister of Education, in his report for 1919 are so excellent and so illustrative of what may be true in other provinces that extracts from it are here quoted:—

"One of the causes which will hasten consolidation is the displacement of the rural population. In 1918, Ontario, out of a total of 5,757 rural schools, had 5 schools with an average attendance of 1 pupil, 12 with 2 pupils, 33 with 3 pupils, 46 with 4 pupils, 79 with 5 pupils, 524 with from 6 to 9 pupils, and 1,400 had 10 or less. . . It has been found in the United States that only half as many complete the elementary grades under the district school system as under the consolidated system. . . The school life of the pupils in consolidated schools is longer. A comparison has been made of 376 district school children with 451 consolidated school children. The average age for beginning with the first group was 6·6 years and entrance was reached at 15. In the consolidated school group they began at 7·2 years and took entrance at 14·1 years. This is a clear gain of 1½ years. Consolidation has also improved the enrolment and average attendance. In Wellwood, Manitoba, before consolidation, there were enrolled 94 pupils with an average daily attendance of 55. In the first year after the same area had been consolidated, 110 pupils were enrolled and the average daily attendance was 85. This increase in enrolment is usually among the older boys and girls who would otherwise cease to attend school."

MANITOBA.—By 3-4 Edward 7, chapter 47, section 6; 3 George 5, chapter 53, section 8; and 5 George 5, chapter 57, section 11, provisions are made in Manitoba for consolidation of school districts and conveyancing of children who live more than one mile from such schools. With the exception of British Columbia, Manitoba easily leads the movement towards consolidation. The machinery set up for promoting the movement is such that in no case is there a hindrance save in the will of the ratepayers. In a Union School district, the different schools may be consolidated by the trustee board without the delay of applying for permission to the province. Generous grants are given for conveyancing by means of heated vans, but to encourage the movement still more, it is provided that where the parents prefer to convey their children, they shall be paid what it would cost if they were conveyed in vans. The grants allowed by the Department of Education to consolidated schools are:—

- (1) The sum of the several grants which would have been payable to the respective districts merged.
- (2) A sum up to \$500 in addition to all other grants, towards defraying the initial expenses connected with such merger.
- (3) A further sum, not exceeding 50 per cent of the cost of transportation towards defraying the same.
- (4) The board of trustees of any school district shall have power, with approval of the department, to expend money on any road to enable children to attend school.
- (5) If a board of one district (with the approval of the Minister) arranges with that of another to accommodate the children for the first district, the grant will be the same as if a teacher had been employed by such district.

In 1918 there were 83 consolidated schools in operation in the province with 11,514 pupils. The average attendance for the year was 71·4 per cent. The total enrolment in the province in the same year was 109,923, with an average attendance of 64·93 per cent. The report of 1919 stated that more than 100 of these schools had then been organized. These included 9 consolidations approved in 1918 and 9 in 1919, making a total of 101 by the year 1919. When it is remembered that of the 109,923 pupils enrolled in the province in that year, 30,225 were from Winnipeg alone, to say nothing of those from the cities of Brandon, and St. Boniface, Portage la Prairie, Virden, etc., it will be seen that at least one-sixth of the rural school enrolment in 1918 were in consolidated schools. The growth of the movement may be seen from the fact that there were 2 schools in 1906, 26 organized by 1911, and 101 by 1919. This averages over 9 schools a year since 1911, or almost 8 a year since 1906.

Saskatchewan.—What is commonly known as a consolidated school district in Saskatchewan is a large district of at least 36 square miles, where the trustees are required by law to provide for the expense of the conveyance of children of ratepayers residing more than one and one-half miles from the school. A special grant is paid equivalent to one-third of the actual cost of conveyance. To quote further from the Annual Report of 1919:—"Most officials are convinced of the advantages of consolidation and it is worthy of note that the average attendance of all these large districts was about 90 per cent (as compared with 60·35 per cent for all the public and separate schools). The greatest expenditure was made by a school district which has an area of 56 (square) miles and an enrolment of 284 pupils. The cost of conveyance was \$7,730.75, while the teachers were paid \$5,850. The total grants received during the year were \$3,141.22. The total number of large (consolidated) districts in existence on December 31, 1919, was 28". The oldest of these was erected in May, 1913; 6 were erected and 1 disorganized in 1919; 4 in each of the years 1916-1918; 1 in each of 1914 and 1915, and 8 in 1913. The area of each ranges from 39½ to 76½ square miles, aggregating 1,398¾ square miles for the 28 districts. The total cost of operating conveyance was \$90,931, while teachers' salaries aggregated \$64,260. The total expenditure was \$234,913. The average daily wage of the average van driver ranged from \$2.66 to \$6.10. The initial cost of the vans aggregated \$42,155. The Government grants for conveyance was \$28,335, while the total Government grants for consolidated schools were \$42,094. The attendance in 1919 was not given, but in 1918 the average attendance was 1,104, which would make about 1,200 of an enrolment.

Alberta.—According to chapter 29 of the Ordinances of 1901 (amended up to 1919), two or more school districts of any kind either with or without parts of other districts, or parts of any two or more districts, etc., or unorganized territory alone of not less than 30 and not more than 80 square miles, may consolidate. Its debts and liabilities shall continue to be a charge to each individual district as if consolidation had not taken place, unless the consolidated board with consent of the minister take these over. The trustees of the individual districts shall cease to hold office upon consolidation and a consolidated board of one trustee for each district consolidated shall be constituted. The Minister may erect a consolidated school by order without vote or resolution. The board shall supply and operate vans for the conveyance of all resident pupils outside of one and one-half miles from the school; it is not required to provide conveyance for isolated families, but may make arrangement with the parents or guardians for the conveyance of such, provided they are more than two miles distant from the school or more than one mile from the nearest regular conveyance route and shall pay therefor a sum up to 25 cents (but not more than \$1 a day per family) a mile per family per day to the nearest route.

By chapter 15 of 1913, the grants to consolidated districts are:—

- (1) The total amount each district unit in the consolidation would have earned if operating separately.
- (2) Any consolidated district having in its senior room at least 6 pupils above grade VIII and not maintaining a room exclusively for such grades. A grant of \$3 for each day kept open (provided non-residents are not charged fees).
- (3) The sum of \$1.50 a day for each van.
- (4) The special sum of \$1 for each approved motor conveyance supply.
- (5) To each school having its senior room equipped for community uses, a grant of 50 per cent of the cost of the equipment up to \$250.
- (6) A varying amount to such schools as have arranged for the conveyance of isolated families.

Alberta is proving a good second to Manitoba in the consolidation movement. The figures since 1914 are as follows:—

Year.	Number of consolidations.	Number of district units in these consolidations.	Enrolment.
1914.....	2	8	—
1915.....	12	38	563
1916.....	28	89	1,401
1917.....	42	136	2,383
1918.....	54	182	—
1919.....	63	209	—

NOTE.—The number of teachers in 1915 was 18, in 1918, 208 and in 1919, 206.

In his report for 1918, the deputy minister refers to consolidated schools as follows: "The consolidated school has proven to be a marked improvement on the one-roomed rural school, as it provides graded departments and thus doubles the time which the teacher has for class work and the supervision of the student. It has increased the regularity of attendance and the punctuality of the pupils and ensured more continuous progress in each subject of the curriculum. The position of the teacher in these schools is much more attractive than in the one-roomed school and for this reason trustees have been successful in securing a good type of teacher and retaining his services for a number of years. The work of the higher grades is being taught in these schools and the newer subjects of the curriculum, such as manual training, domestic science, school gardening, music and art are receiving attention. The pupils can be given at least two years in advanced work which is not provided in the rural schools as at present organized. The consolidated school is a success in those localities which are well adapted for the transportation of pupils. The cost of tuition is much less than in the rural schools, as two or three teachers can take charge of the children from four or five schools where the attendance was small. The teachers are in general more experienced and better qualified, and the parents in all cases are beginning to realize that this is a decided advantage for the children." To this testimony of the deputy minister the supervisor of Consolidated Schools has added the following interesting facts:—

- (1) The consolidations hitherto erected are divided into two distinct types:
 - (1) the majority at present providing a graded school offering from two to four years of high school in addition to elementary school work, and (2) represents those cases in which two or three sparsely settled districts are operating jointly a one-room school.

- (2) Amongst the advantages gained from consolidation are: Graded schools with from two to seven departments are operating under experienced teachers. Opportunity for obtaining two to four years of high school work. The possibility of operating a yearly school where otherwise the summer school would persist; therefore, the children can attend for a longer period each year. The percentage of attendance is higher. The longer period of preparation and the better average attendance have led to more rapid advancement. Such necessities as hot lunches, etc., encourage attention to domestic science, etc.
- (3) In organizing consolidations, there has been a tendency to include too great an area, with the result that the outlying portions are too distant from the consolidation centre. This unduly increases the cost of conveyance and is unsatisfactory to those residing too far from the school. The area of a consolidated school should not exceed the area of four average rural districts, unless conditions are exceptional.
- (4) The consolidated schools have been made the centre for many community activities (library, etc.). These activities are encouraged by the Department of Education.
- (5) As consolidation is new in Alberta, many errors have been made which experience will obviate in the future.

It is to be remembered that the statements of these two officials are not generalizations from theory, but based upon the results of actual experiment.

British Columbia.—British Columbia has carried centralization and what is virtually consolidation to a greater degree of perfection than any other province. The rural municipality schools are nearly all graded, as are also a large number of the rural and assisted schools. Provision is made for any existing rural school to unite with an existing consolidation (not so called) or with other rural ungraded schools. To every board of trustees providing conveyance the Government grants a sum not exceeding one-half of the total cost of such conveyance. As in Manitoba, the merging of two or more schools in a rural municipality is left to the board of trustees of such municipality, apparently without formality. In 1919 the rural municipality schools numbered 193 with 522 divisions (departments or class rooms); of these 91 were ungraded and 101 with 441 departments were graded. The number of pupils in the graded schools was 15,697 and in the ungraded 2,172. The rural and assisted schools had 168 graded departments with 2,605 pupils and 473 ungraded with 8,195 pupils; there were 1,677 graded departments with 61,639 pupils in the whole province.

Technical Education.

Activities in technical education in the different provinces are fast increasing. Dominion aid for technical education was extended to the provinces by the Technical Education Act of 1919, of which the following is a summary:—

Technical Education.—Chapter 73 provides for aid to the provinces in promoting and assisting technical education in Canada, by annual grants beginning at \$700,000 and aggregating \$10,000,000 within a period of ten years. Out of the annual grant each province is to receive \$10,000, while the balance is to be divided among the provinces in proportion to their population as shown at the last decennial census. The grants to any province in any year are not to exceed an amount equivalent to that which the Provincial Government shall expend on technical education within such year, and the Dominion Minister of Labour is entitled to an accounting for the federal moneys expended and to a report setting forth the work done in the province in promoting technical education.

By technical education is usually meant training leading directly to a vocation and including such courses as agricultural, mechanical, commercial, etc. The collegiate institutes in the Prairie Provinces are called also technical institutes because they offer commercial courses, manual training, domestic science, etc. in addition to their academic courses, and because they hold night classes in vocational courses. In giving statistics of technical education it is not possible at this date to state whether the enrolment of students include boys and girls who are already enrolled in the ordinary day schools and reported as such, or whether these technical pupils may be added on to the totals given for ordinary day schools. Table 103 below gives the statistics of technical education by provinces for 1920. It is impossible to state whether or not some of these figures are duplicated in table I. Presumably they do not include agricultural courses or technical courses of university grade, as these do not come within the scope of the Act quoted.

103.—Vocational Schools, Teachers and Pupils in Canada (Year ending June 30, 1920).

Province.	Number of Schools.				Number of Teachers.				Pupils Enrolled.			
	Day.	Even- ing.	Day and even- ing.	Total.	Day.	Even- ing.	Corres- pond- ence Dept.	Total.	Day.	Even- ing.	Corres- pond- ence.	Total.
P. E. Island.....	-	-	-	-	-	-	-	-	-	-	-	-
Nova Scotia.....	-	26	-	26	-	117	-	117	-	2,830	-	2,830
New Brunswick..	-	2	1	3	5	23	-	28	54	† 800	-	854
Quebec.....	2	15	4	21	64	*85	-	149	650	4,723	-	5,373
Ontario.....	1	33	13	52	183	931	-	1,114	4,505	37,370	-	41,875
Manitoba.....	3	-	4	7	33	85	-	118	1,159	1,888	-	3,047
Saskatchewan.....	-	1	-	1	2	21	-	23	55	411	-	466
Alberta.....	2	10	3	15	41	62	2	105	1,099	1,557	124	2,580
British Columbia.....	4	6	4	14	56	99	1	156	990	2,448	83	3,521
Total.....	12	98	29	139	384	1,423	3	1,810	8,512	51,827	207	60,546

*Approximate.

†Returns incomplete.

PART VI.—COST OF EDUCATION.

The expenditure on education for the different provinces for 1919 or 1918 is given in table 1, page 18. It must be remembered here as in the case of other figures that these are not strictly comparable for the different provinces. Different provinces compile their financial statistics by different methods and include different items. It is impossible here to separate the current expenditure of the different provinces from the capital and from short time loans. In the case of Quebec it must again be remembered that a large number of the teachers are in religious orders and receive no salaries. If they did receive salaries the total expenditure would be greatly in excess of what is given here.

104.—Canadian Publicly Controlled Schools: Receipts and Expenditure by Provinces.

PRINCE EDWARD ISLAND—Receipts.

Year.	Govern- ment Grant.	Local Assess- ment.	Total.	Year.	Govern- ment Grant.	Local Assess- ment.	Total.
1901.....	\$ 128,288	\$ 36,647	\$ 164,935	1910.....	\$ 127,548	\$ 53,924	\$ 181,472
1902.....	127,495	38,827	166,322	1911.....	126,438	54,738	181,176
1903.....	123,919	42,698	166,617	1912 ²	179,956	81,685	261,641
1904.....	121,696	47,069	168,765	1913.....	150,732	56,874	207,606
1905.....	122,897	45,695	168,592	1914.....	156,503	61,490	217,993
1906 ¹	91,946	34,763	126,709	1915.....	168,413	91,258	259,671
1907.....	123,898	46,429	170,327	1916.....	173,962	70,610	244,572
1908.....	127,092	49,874	176,966	1917.....	178,607	72,623	251,230
1909.....	129,179	54,027	183,206	1918.....	173,579	94,968	268,547
				1919.....	187,488	98,472	285,960

¹Nine months.²Eighteen months.

NOVA SCOTIA—Receipts.

Year.	Govern- ment Grant.	Muni- cipal Funds.	Local Assess- ment.	Total.
1901.....	\$ 254,778	\$ 119,876	\$ 470,108	\$ 844,762
1902.....	257,616	117,376	538,850	913,841
1903.....	263,092	121,016	552,350	936,458
1904.....	268,904	146,382	569,745	985,031
1905.....	271,657	146,627	576,560	993,844
1906.....	270,925	147,089	655,705	1,073,720
1907.....	277,415	146,958	616,430	1,040,805
1908.....	335,584	147,129	666,590	1,149,304
1909.....	341,058	147,400	711,428	1,199,886
1910.....	337,252	146,936	761,013	1,265,233
1911.....	378,726	146,821	804,125	1,329,674
1912.....	374,810	147,170	859,284	1,381,264
1913.....	385,734	156,864	944,992	1,487,590
1914.....	388,671	164,980	1,002,967	1,556,618
1915.....	407,213	168,009	1,066,892	1,642,114
1916.....	414,738	168,114	1,037,302	1,620,154
1917.....	432,284	163,535	1,157,907	1,752,726
1918.....	427,484	163,994	1,280,965	1,872,444
1919.....	432,496	204,519	1,460,578	2,097,593

NEW BRUNSWICK—Receipts.

	\$	\$	\$	\$
1901.....	163,225	90,492	346,623	600,340
1902.....	162,227	92,095	341,475	595,797
1903.....	160,825	94,969	374,196	629,990
1904.....	156,982	94,835	380,000	631,817
1905.....	159,741	91,947	378,200	638,888
1906.....	160,957	91,718	No record.	
1907.....	160,553	91,429	No record.	
1908.....	182,453	91,620	494,947	769,020
1909.....	190,854	91,235	539,002	821,091
1910.....	195,363	90,454	580,069	865,886
1911.....	196,082	90,193	593,073	879,348
1912.....	196,958	93,783	632,384	923,125
1913.....	196,320	97,404	648,479	942,203
1914.....	195,261	96,946	704,476	996,683
1915.....	200,635	97,423	761,753	1,059,811
1916.....	206,486	96,141	844,256	1,146,883
1917.....	204,754	97,284	843,357	1,145,395
1918.....	286,949	97,230	930,567	1,314,746
1919.....	277,996	99,097	1,153,163	1,530,256

DOMINION BUREAU OF STATISTICS

QUEBEC—Expenditure.

Year.	Government Grant.	Local Assessment and other sources.	Total.	Year.	Government Grant.	Local Assessment and other sources.	Total.
1901.....	453,950	2,999,804	3,453,754	1911.....	1,065,429	5,729,104	6,794,533
1902.....	473,450	3,051,109	3,524,559	1912.....	1,204,529	6,212,440	7,416,969
1903.....	484,960	3,234,074	3,718,038	1913.....	1,529,006	7,696,765	9,225,771
1904.....	469,280	3,347,115	3,816,395	1914.....	1,724,110	7,172,879	8,896,989
1905.....	480,760	3,603,758	4,084,518	1915.....	1,782,417	9,681,206	11,463,623
1906.....	536,150	3,802,402	4,338,552	1916.....	1,882,838	10,533,769	12,416,607
1907.....	540,650	4,050,741	4,591,391	1917.....	2,068,766	11,887,454	13,956,220
1908.....	683,410	4,565,537	5,148,947	1918.....	2,077,589	12,405,301	14,482,870
1909.....	837,450	4,680,416	5,517,866	1919.....	2,145,976	14,698,708	16,844,684
1910.....	908,391	5,302,139	6,210,530				

ONTARIO—Receipts.

Year.	Elementary Schools.				Secondary Schools.	Grand Total.
	Government Grants.	Local Assessments.	Clergy Reserve Fund and other sources.	Total.		
	\$	\$	\$	\$	\$	\$
1901.....	377,308	3,784,070	1,468,678	5,630,056	784,626	6,414,682
1902.....	383,666	3,959,912	1,422,924	5,766,502	832,853	6,599,355
1903.....	390,156	4,263,893	1,406,957	6,061,006	876,737	6,937,743
1904.....	405,362	4,464,227	1,600,982	6,470,571	960,867	7,431,438
1905.....	414,004	4,928,790	1,886,400	7,229,194	1,096,266	8,325,460
1906.....	509,795	5,529,496	1,883,394	7,922,685	1,209,782	9,132,467
1907.....	655,239	6,146,825	2,455,864	9,257,928	1,611,553	10,869,481
1908.....	770,426	6,581,232	2,620,523	9,972,181	2,001,307	11,973,488
1909.....	810,595	6,574,372	3,013,501	10,398,468	2,173,533	12,572,001
1910.....	805,635	7,334,458	3,573,507	11,713,600	2,195,322	13,908,922
1911.....	892,377	7,826,083	3,778,183	12,496,643	2,180,026	14,676,669
1912.....	842,278	9,478,887	3,936,887	14,258,052	2,709,389	16,967,441
1913.....	778,150	9,856,380	4,025,284	14,659,814	3,686,267	18,146,081
1914.....	760,845	12,608,865	4,069,565	17,439,275	4,857,434	22,296,712
1915.....	849,872	11,810,023	4,089,210	16,749,105	3,332,731	20,101,836
1916.....	831,988	11,010,356	4,237,738	16,080,082	3,380,927	19,461,009
1917.....	907,846	12,193,439	4,168,000	17,269,285	3,412,115	20,681,400
1918.....	970,585	13,114,725	4,278,957	18,364,267	3,241,478	21,605,745
1919.....	1,316,529	14,364,049	6,912,656	22,593,234	3,605,113	26,198,347

ONTARIO—Expenditure.

Year.	Elementary Schools.				Secondary Schools.	Grand Total.	
	Teachers' Salaries.	Sites and building School-houses.	Maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses.			
	\$	\$	\$	\$	\$	\$	
1901.....	3,055,321	531,072	81,685	1,052,232	4,720,310	728,132	5,448,442
1902.....	3,198,132	432,753	86,723	1,107,552	4,825,160	769,680	5,594,840
1903.....	3,309,993	428,817	74,486	1,264,573	5,077,869	816,082	5,893,951
1904.....	3,473,710	578,656	87,997	1,319,130	5,459,493	877,087	6,336,580
1905.....	3,669,230	959,137	98,209	1,434,670	6,161,236	1,004,498	7,165,734
1906.....	3,880,548	854,452	108,547	1,559,659	6,403,206	1,029,294	7,432,500
1907.....	4,389,524	1,220,820	213,096	1,732,739	7,556,179	1,213,697	8,769,876
1908.....	4,643,571	1,419,754	139,330	1,741,171	7,943,826	1,385,832	9,329,658
1909.....	5,008,542	1,264,989	136,627	1,731,265	8,141,423	1,621,637	9,763,060
1910.....	5,310,039	2,140,200	131,171	1,761,792	9,343,202	1,636,166	10,979,368
1911.....	5,610,213	2,164,459	139,229	1,990,383	9,904,284	2,200,138	12,104,422
1912.....	6,109,547	2,777,960	167,755	2,218,698	11,273,960	2,218,148	13,492,108
1913.....	6,648,255	2,869,830	149,167	2,658,655	12,325,907	2,942,384	15,268,291
1914.....	7,203,034	4,626,030	167,283	2,854,621	14,850,968	3,739,065	18,590,533
1915.....	7,614,110	3,561,951	177,038	2,914,377	14,267,476	2,781,768	17,049,244
1916.....	7,929,490	2,232,110	192,212	2,998,093	13,351,905	2,794,402	16,146,307
1917.....	8,398,450	1,987,644	290,207	3,435,534	14,111,835	2,743,596	16,855,431
1918.....	9,027,151	1,242,642	169,136	4,737,794	15,176,723	3,412,167	18,588,890
1919.....	10,160,399	2,870,349	302,046	5,518,833	18,851,627	3,795,816	22,647,443

SURVEY OF EDUCATION IN CANADA

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MANITOBA—Receipts.

Year.	Legis- lative grant.	Muni- cipal taxes.	Deben- tures.	From- issory notes.	Sundries.	Balance from pre- vious years.	Total.
	\$	\$	\$	\$	\$	\$	\$
1907.....	242,383	1,223,336	315,271	802,574	141,452	115,677	2,840,693
1908.....	267,645	1,475,473	285,091	777,417	424,666	111,741	3,342,033
1909.....	282,200	1,539,047	356,962	905,747	274,803	119,970	3,478,729
1910.....	296,115	1,682,238	425,320	1,336,370	281,988	162,736	4,184,767
1911.....	325,410	1,847,380	1,318,068	1,275,239	76,172	399,539	5,241,808
1913.....	351,745	2,198,459	987,457	960,215	213,283	302,407	5,013,566
1914.....	390,582	2,673,449	1,545,042	396,459	150,429	518,388	5,674,349
1915.....	468,355	3,047,670	1,738,926	2,071,397	122,974	466,837	7,916,139
1916.....	503,774	3,296,667	344,673	2,080,204	239,176	609,982	7,074,476
1917.....	522,293	3,445,239	321,370	947,486	108,046	376,318	5,720,752
1918.....	616,977	3,736,452	240,855	1,142,289	133,111	416,194	6,285,878
1919.....	589,147	4,200,519	188,931	1,165,751	264,710	508,348	6,917,406

MANITOBA—Expenditure..

Year.	Teachers' Salaries.	Building, etc.	Fuel.	Repairs and caretaking.	Salary of Sec.-Treas.
	\$	\$	\$	\$	\$
5.....					
1907.....	1,009,224	460,260	79,963	126,216	23,420
1908.....	1,103,990	582,034	89,756	126,952	25,656
1909.....	1,203,232	641,900	80,921	132,421	26,174
1910.....	1,237,010	830,432	87,002	148,932	26,689
1911.....	1,452,630	1,199,288	109,299	167,734	29,218
1913.....	1,734,854	1,420,882	99,918	132,222	32,493
1914.....	1,861,809	1,426,758	146,664	242,270	37,684
1915.....	2,066,440	1,358,533	110,049	379,318	65,025
1916.....	2,195,226	823,266	165,697	358,315	41,530
1917.....	2,314,006	382,988	171,462	385,226	19,806
1918.....	2,382,840	440,211	197,288	418,660	46,249
1919.....	2,648,320	556,072	243,155	372,323	51,553

Year.	Principal of Debentures	Interest on Debentures.	Promissory notes.	Transporta- tion and other expendi- tures.	Total.
	\$	\$	\$	\$	\$
1907.....	81,795	80,392	667,791	200,856	2,729,917
1908.....	190,893	99,246	880,334	141,905	3,229,766
1909.....	111,295	244,596	757,200	137,770	3,335,500
1910.....	269,660	127,589	1,013,076	169,281	4,000,671
1911.....	131,975	144,735	1,590,565	199,446	5,024,890
1913.....	249,030	96,979	838,162	387,255	5,036,795
1914.....	230,523	250,392	1,412,515	471,105	6,079,720
1915.....	184,910	344,476	2,260,906	347,241	7,118,898
1916.....	194,257	409,193	2,132,286	338,459	6,658,229
1917.....	241,223	155,619	1,196,806	466,166	5,333,302
1918.....	360,134	357,409	1,055,581	651,031	5,909,383
1919.....	391,332	400,754	1,305,433	649,888	6,618,740

DOMINION BUREAU OF STATISTICS

SASKATCHEWAN—Receipts.

Year.	Elementary Schools.					Secondary Schools.		Grand Total.
	Government Grants.	Local Assessments.	Proceeds of Debentures.	Other Sources.	Total.	Gov. Grants.	Total. ¹	
1905.....	\$ 174,218	602,624	360,206	328,313	1,465,361	—	—	\$ 1,044,470
1906.....	218,385	707,835	507,006	524,246	1,957,472	—	—	1,465,361
1907.....	402,028	992,157	651,828	737,140	2,783,153	—	—	1,957,472
1908.....	513,604	1,249,192	584,873	844,602	3,192,271	—	—	2,783,153
1909.....	557,299	1,369,531	524,741	1,221,011	3,672,582	—	—	3,192,271
1910.....	555,438	1,519,528	659,270	1,295,556	4,039,792	—	—	3,672,582
1911.....	622,088	1,929,345	1,430,603	2,048,577	6,030,613	36,945	242,148	4,029,792
1912.....	722,002	2,913,135	2,075,375	2,649,910	8,360,422	42,163	461,260	6,272,761
1913.....	867,590	4,451,326	1,037,587	2,180,074	8,536,577	53,019	483,834	9,020,411
1914.....	980,296	3,997,392	1,009,025	2,441,780	8,428,493	70,349	512,334	8,940,827
1915.....	969,709	4,694,242	649,300	2,999,443	9,312,694	77,158	593,144	9,905,838
1916.....	1,104,156	4,954,200	—	4,213,371	10,271,727	83,496	704,485	10,976,212
1917.....	1,162,490	5,618,192	455,777	1,874,459	9,110,925	90,793	276,161	9,387,086
1918.....	1,255,094	7,121,046	1,105,602	2,012,422	11,494,164	83,925	355,741	11,849,905

¹This item in 1918 and 1919 does not include money borrowed by note. The total expenditure for secondary schools was included in that of the elementary schools up to 1912.

SASKATCHEWAN—Expenditure.

Year.	Elementary Schools.						Secondary Schools.		Grand Total.
	Teachers' Salaries.	Officials' Salaries.	Paid on Debentures.	Paid on Notes (renewals and interest).	School buildings and repairs.	Care-taking and fuel.	Total Expenditure.	Teachers' Salaries.	
1906.....	\$ 471,736	29,076	\$ 113,958	\$ 303,739	\$ 339,933	\$ 47,251	\$ 1,448,915	—	\$ 1,448,915
1907.....	585,594	44,047	149,301	423,717	530,050	84,565	2,000,675	—	2,000,675
1908.....	831,842	59,106	207,780	608,515	577,925	95,762	2,679,373	—	2,679,373
1909.....	1,044,011	73,098	317,173	700,483	519,302	130,558	3,032,999	—	3,032,999
1910.....	1,208,651	83,635	379,695	877,978	627,740	144,206	3,655,428	—	3,655,428
1911.....	1,298,925	84,603	399,951	1,071,783	619,601	172,993	3,990,036	—	3,990,036
1912.....	1,596,616	94,358	455,949	1,820,705	1,149,986	202,531	5,931,844	94,481	312,536
1913.....	2,059,456	130,728	678,430	2,605,280	1,898,101	294,710	8,327,179	131,414	460,725
1914.....	2,588,669	169,491	975,508	2,317,188	1,429,173	369,802	8,588,462	150,808	483,834
1915.....	2,817,412	—	—	—	1,253,187	—	8,163,897	157,850	501,964
1916.....	2,956,666	—	—	—	1,105,765	—	9,211,390	175,098	580,628
1917.....	3,303,929	—	—	—	1,136,599	—	10,117,716	190,703	686,392
1918.....	3,831,942	—	1,020,574	1,588,995	845,974	—	9,183,975	209,085	293,110
1919.....	4,813,000	—	809,999	1,737,892	1,369,833	—	11,370,083	235,460	350,685

¹The secondary schools expenditure was included in that of the elementary schools until 1912. The items for 1918 and 1919 do not include promissory notes.

ALBERTA—Receipts.

Year.	Government Grants.	Local Assessments.	Proceeds of Debentures.	Borrowed by Note.	Other Sources.	Total.
1906.....	\$ 142,836	\$ 416,344	\$ 297,158	\$ 292,786	\$ 140,797	\$ 1,289,921
1907.....	197,768	544,716	442,431	431,561	160,224	1,776,700
1908.....	220,712	917,515	764,069	539,939	106,382	2,548,617
1909.....	307,186	961,959	992,516	535,896	234,440	3,031,997
1910.....	301,239	1,278,013	673,333	848,625	86,155	3,187,365
1911.....	432,877	1,575,412	1,481,173	1,461,208	120,363	5,071,033
1912.....	414,116	1,793,480	1,491,498	2,665,063	262,761	6,626,918
1913.....	461,289	2,901,214	3,497,863	1,959,495	228,650	8,048,511
1914.....	507,682	3,028,776	966,350	2,771,380	279,324	7,553,512
1915.....	540,325	3,733,323	951,205	2,473,976	258,865	7,957,604
1916.....	553,141	3,749,007	155,883	1,105,538	1,203,814	6,767,383
1917.....	652,557	3,657,510	268,102	1,451,229	497,479	6,526,878
1918.....	625,830	5,132,232	433,126	1,173,546	195,990	7,560,724
1919.....	713,083	5,601,713	655,960	1,388,000	410,236	8,768,992

SURVEY OF EDUCATION IN CANADA

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ALBERTA—Expenditure.

Year.	Teachers' Salaries.	Officials' Salaries.	Paid on Debentures.	Paid on Notes (renewals and interest).	School buildings and repairs.	Other Expenditure.	Total Expenditure.
1906.....	\$ 386,108	\$ 23,796	\$ 94,947	\$ 298,984	\$ 274,525	\$ 180,747	\$ 1,259,107
1907.....	497,746	36,755	131,488	295,517	486,824	345,623	1,793,953
1908.....	592,223	39,974	207,775	639,459	607,635	306,616	2,393,582
1909.....	758,816	52,785	244,185	574,725	638,065	467,282	2,735,858
1910.....	908,043	64,241	347,220	653,987	862,295	526,606	3,362,394
1911.....	1,144,584	87,409	408,442	1,309,134	1,223,142	853,062	5,025,773
1912.....	1,411,201	114,382	482,906	2,021,030	1,526,001	1,111,762	6,667,283
1913.....	1,672,526	180,165	594,051	3,160,030	1,816,203	1,261,211	8,684,182
1914.....	2,050,697	179,453	815,062	2,350,462	1,324,470	1,114,747	7,834,891
1915.....	2,144,964	185,616	1,065,437	2,731,279	443,641	1,294,533	7,965,470
1916.....	2,421,404	230,931	956,563	1,266,884	325,297	920,535	6,121,614
1917.....	2,620,085	193,484	1,100,181	1,068,058	414,105	1,199,649	6,595,562
1918.....	2,860,352	198,870	1,054,044	1,598,757	604,891	1,179,777	7,496,691
1919.....	3,560,318	225,242	1,051,171	1,503,944	765,934	1,698,920	8,805,529

BRITISH COLUMBIA—Expenditure.

Year.	Provincial Government.	Cities, Municipalities, Rural and Assisted Schools.	Total.	Year.	Provincial Government.	Cities, Municipalities, Rural and Assisted Schools.	Total.
1901.....	\$ 350,532	\$ 182,160	\$ 532,692	1911.....	\$ 1,001,808	\$ 1,630,714	\$ 2,641,522
1902.....	438,086	150,482	588,568	1912.....	1,151,715	2,730,773	3,882,488
1903.....	472,802	130,556	604,558	1913.....	1,663,003	2,995,892	4,658,895
1904.....	453,313	144,451	597,764	1914.....	1,885,654	2,749,223	4,634,877
1905.....	479,158	249,891	729,771	1915.....	1,607,651	2,309,795	3,917,446
1906.....	444,543	244,198	688,741	1916.....	1,591,322	1,625,028	3,216,350
1907.....	474,608	390,163	864,771	1917.....	1,600,125	1,637,539	3,237,664
1908.....	544,672	675,838	1,220,510	1918.....	1,653,797	1,865,218	3,519,015
1909.....	626,074	921,626	1,547,700	1919.....	1,791,154	2,437,566	4,228,720
1910.....	818,576	1,098,660	1,917,236				

105.—Canadian Publicly Controlled Schools: Cost per Pupil enrolled, by Provinces, 1910-1919

	P.E.I.	N.S.	N.B.	Que.	Ont.	Man. ¹	Sask. ¹	Alta. ¹	B.C.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
1901.....	7 93	8 58	9 00	10 96	—	—	—	—	22 56
1902.....	—	9 21	8 83	10 95	11 40	—	—	—	24 63
1903.....	8 35	9 47	9 55	10 75	12 06	—	—	—	24 68
1904.....	8 86	10 18	9 68	10 92	13 06	—	—	—	23 18
1905.....	8 74	9 93	9 55	11 49	14 68	—	—	—	26 65
1906.....	6 67	10 69	—	12 03	15 06	—	39 79	—	24 11
1907.....	8 94	10 39	—	12 57	17 70	30 71	41 94	—	28 79
1908.....	9 02	11 45	11 58	16 50	18 56	33 16	43 98	—	36 80
1909.....	9 43	11 79	12 11	14 24	19 19	35 29	42 32	—	42 72
1910.....	9 42	12 40	12 70	15 72	21 43	39 18	42 47	—	48 33
1911.....	9 49	12 89	12 75	16 55	23 26	42 46	40 39	—	53 42
1912.....	13 92	13 28	13 34	17 55	28 50	—	54 02	—	74 39
1913.....	11 10	14 13	13 52	21 23	27 96	50 18	60 93	40 19	81 19
1914.....	12 06	14 63	14 11	19 36	32 81	49 70	59 27	46 43	74 81
1915.....	14 11	15 24	14 71	24 35	29 74	48 11	—	44 69	60 96
1916.....	13 24	14 84	15 70	25 30	28 57	43 60	—	44 09	49 81
1917.....	13 81	16 08	15 90	28 49	29 74	38 80	—	45 39	49 72
1918.....	14 43	17 29	18 50	29 38	31 43	44 16	52 12	46 81	52 12
1919.....	16 25	19 60	21 54	34 65	38 73	46 34	60 79	52 89	58 73

¹Money borrowed by note not included in expenditure.

The cost per head of the population during the census year 1911 was as follows:—

	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
1911.....	\$ cts.								
	1 93	2 59	2 50	3 39	4 70	11 03	8 10	10 74	6 73

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106.—Canadian Publicly Controlled Schools: Cost per Pupil in Average Attendance, by Provinces, 1901-1919.

Year.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
1901.....	\$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
1901.....	13 37	15 75	16 01	14 86	-	-	-	-	34 74
1902.....	-	16 48	15 39	14 85	19 93	-	-	-	37 24
1903.....	13 75	16 94	16 42	14 42	21 01	-	-	-	36 36
1904.....	14 31	18 24	16 82	14 55	22 74	-	-	-	35 04
1905.....	14 50	17 64	16 22	15 10	24 97	-	-	-	38 66
1906.....	10 64	18 15	-	15 63	25 54	-	79 09	-	35 25
1907.....	14 28	18 20	-	15 80	30 14	55 31	79 88	-	43 21
1908.....	13 95	19 69	19 12	21 48	31 27	58 24	78 15	-	52 86
1909.....	14 78	19 42	19 31	18 29	32 29	62 26	81 00	-	61 05
1910.....	14 60	19 28	20 32	20 09	35 77	68 00	80 43	-	68 51
1911.....	16 18	21 70	20 54	21 35	38 59	75 42	76 21	-	74 95
1912.....	21 69	21 70	21 13	22 32	41 60	-	89 57	-	103 35
1913.....	17 71	22 64	21 22	26 61	44 85	87 18	110 58	69 90	108 08
1914.....	19 51	23 37	22 37	24 37	52 02	79 44	103 84	76 55	94 34
1915.....	22 20	23 34	22 12	30 23	45 12	71 28	-	71 16	74 59
1916.....	21 44	23 40	23 85	31 47	44 04	68 02	-	72 53	63 22
1917.....	22 19	25 01	24 43	35 93	45 61	59 75	-	74 82	61 58
1918.....	22 75	27 56	28 56	37 21	54 04	69 22	86 66	75 87	64 28
1919.....	26 21	31 82	34 97	46 06	58 25	73 72	97 79	85 99	74 59

106A.—Alberta Publicly Controlled Schools: Comparison between Ungraded and Graded Schools in cost per pupil, attendance and degree of advancement of pupils.

Year.	Cost per Pupil enrolled.		Cost per Pupil in average attendance.		Number of days attended by Pupils during year.		P.c. of Pupils above Grade IV.		Number of Pupils in Secondary Grades.	
	Ungraded Schools.	Graded Schools.	Ungraded Schools.	Graded Schools.	Ungraded Schools.	Graded Schools.	Ungraded Schools.	Graded Schools.	Ungraded Schools.	Graded Schools.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1913.....	35 81	44 47	65 96	73 39	84 92	108 28	26	33	236	2,927
1914.....	37 59	56 04	67 33	85 04	88 51	116 16	28	36	400	3,574
1915.....	37 88	52 56	64 50	78 12	96 31	124 45	30	39	513	4,720
1916.....	40 59	47 06	71 91	72 99	87 17	117 54	31	41	426	5,329
1917.....	41 41	49 39	73 17	75 83	98 53	120 50	32	42	502	5,648
1918.....	41 96	48 87	72 93	78 81	85 93	101 19	32	43	407	6,541
1919.....	46 43	57 93	78 89	91 11	106 00	122 26	33	44	638	7,294

PART VII.—MEDICAL INSPECTION OF SCHOOLS AND EDUCATION OF DEFECTIVES.

Medical inspection of schools, which is rapidly becoming general, includes visits to homes, so that it is quite proper to include defectives as the blind, deaf mutes, the mentally weak and others who never attend ordinary public schools in this section. Medical inspection has something to do with these defectives, as well as with the school pupils who need treatment for lesser physical and mental defects. There is no doubt that medical inspection of schools will have a strong bearing upon the problem of retarded pupils. Increasing recognition is given to the fact that a large number are showing slow progress in school work because of physical defects which skilful treatment can easily correct or remove.

In Prince Edward Island the statutes empower the boards of Charlottetown and Summerside to introduce and maintain medical inspection in the schools; the same power to be extended to the boards of other towns provided the town council determines in its favour. This medical inspection, however, seems to have reference to sanitation and the prevention of diseases rather than to curative treatment or the education of defectives. Since 1901 the province has been sending from two to fourteen deaf mutes and from four to six blind persons a year to the Institution for the Deaf and Dumb and the Institution for the Blind at Halifax.

In Nova Scotia separate provision is made for the following different classes of defectives:—(1) deaf mutes; (2) the blind; (3) incorrigibles and (4) retarded pupils. The statistics for the first two are given in table 107. The institutions for the blind and the deaf and dumb at Halifax are partly supported by the province of New Brunswick. Deaf mutes entering the institution under 12 years of age are entitled to remain 10 years and blind between 6 and 10 years of age, are entitled to remain 7 years in addition to their attendance under 10 years of age. These schools are supported from the provincial treasury and by the municipality in which the defective has a settlement; in the case of a defective who has not settlement in a municipality the costs are defrayed from the provincial treasury. The city of Halifax has a special school for pupils defective in sight; there are also two or three school rooms for retarded pupils who are withdrawn from the ordinary schools. In 1917 there were 66 pupils enrolled in these rooms. In the education of such pupils special attention is given to manual operations. In this and other cities, some towns and a portion of rural Colchester provisions are made to ensure medical and dental inspection of schools. The reports for Halifax, 1917, showed that 19 schools and 5 institutions were visited; 4,258 children were medically examined, of whom 1,488 were below par physically and 106 were mentally deficient. Of the 10,000 pupils attending school, 9,000 were found suffering from bad teeth; one third of these could not afford treatment; 350 children were treated. In 1919, the province reported 124 defectives and 71 incorrigibles, while 10,305 medical examinations recommended 3,761 for treatment.

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The following table indicates the operations of the Institutions for the

107.—Nova Scotia Institutions for Deaf and Dumb and Blind: Pupils Enrolled, 1901-1919.

Year.	Deaf and Dumb.								
	Total reg.	M.	F.	From N.S.	From P.E.I.	From N.B.	From Nfld.	Other Places.	Alta.
1901.....	124	-	-	104	7	1	10	2	-
1902.....	116	-	-	97	8	1	9	1	-
1903.....	111	-	-	-	-	-	-	-	-
1904.....	107	-	-	-	-	-	-	-	-
1905.....	110	-	-	88	5	7	10	-	-
1906.....	104	-	-	81	6	8	9	-	-
1907.....	117	-	-	91	9	6	11	-	-
1908.....	115	-	-	87	14	5	9	-	-
1909.....	107	58	49	78	12	9	8	-	-
1910.....	104	57	47	-	-	-	-	-	-
1911.....	103	-	-	71	13	9	10	-	-
1912.....	111	-	-	79	12	7	13	-	-
1913.....	113	-	-	79	10	6	14	1	3
1914.....	96	-	-	65	9	6	12	1	3
1915.....	106	-	-	64	10	5	11	1	15
1916.....	110	-	-	69	12	4	12	1	12
1917.....	92	-	-	65	9	4	13	1	-
1918.....	44	-	-	38	2	3	-	1	-
1919.....	78	-	-	46	6	20	5	1	-

Blind and the Deaf Mutes at Halifax since 1901:—

107.—Nova Scotia Institutions for Deaf and Dumb and Blind: Pupils Enrolled, 1901-1919.

Blind.										Year.
Total reg.	M.	F.	From P.E.I.	From N.S.	From N.B.	From Nfld.	From B.C.	Other places.		
135	80	55	6	71	32	8	—	—	—	1901
145	87	58	5	74	32	9	—	—	—	1902
142	87	55	8	77	28	11	—	—	—	1903
154	95	59	81	31	9	11	—	1	—	1904
154	91	63	9	84	28	13	—	2	—	1905
160	97	63	6	85	29	12	—	4	—	1906
168	97	71	5	90	28	10	—	3	—	1907
168	98	70	6	83	31	13	—	3	—	1908
161	86	75	4	83	31	13	1	1	—	1909
161	90	71	4	85	30	14	1	1	—	1910
152	80	72	4	87	25	15	—	—	—	1911
162	83	79	3	89	28	15	—	—	—	1912
169	88	81	4	98	30	16	—	—	—	1913
173	88	85	4	93	27	17	—	—	—	1914
167	84	83	6	93	27	16	—	—	—	1915
173	95	78	5	93	26	17	1	—	—	1916
180	101	79	5	98	20	18	1	—	—	1917
166	89	79	3	78	18	15	1	—	—	1918
153	87	66	4	76	25	18	—	—	—	1919

In New Brunswick, the trustee boards are authorized to provide for medical inspection of schools, but the reading of the Act seems to refer to sanitation and prevention rather than treatment. By the Health Act of 1918 a health officer, a chief medical officer and from three to five district medical health officers were appointed. The county of York was divided into ten districts, each under the care of a medical doctor; the duties of these officers include detection of defects as well as prevention and sanitation. Special grants are paid to schools having rooms set apart for retarded pupils. The blind and deaf mutes are provided for as in the case of Nova Scotia, the institutions in common use by the province being those at Halifax. These defectives when sent to the institutions at Halifax or elsewhere are supported from the provincial treasury and municipal funds as in Nova Scotia. It will be seen in table 107 that 20 deaf mutes and 25 blind persons were sent from New Brunswick to Halifax in 1919.

In Quebec, medical inspection of schools is required by statute. No statistics are available of either the results of such inspections or the provisions made for defectives save the following table which gives the statistics for the blind and deaf mutes since 1901:—

108.—Quebec Institutions for Deaf and Dumb and Blind: Teachers and Pupils Enrolled, 1901-1919.

Year.	Number of Schools.	Number of Teachers.	Pupils.	Boys.	Girls.	Year.	Number of Schools.	Number of Teachers.	Pupils.	Boys.	Girls.
1901.....	4	105	528	183	345	1911.....	4	116	555	229	326
1902.....	4	86	524	173	351	1912.....	4	127	550	172	378
1903.....	4	86	517	172	345	1913.....	4	128	552	178	374
1904.....	4	87	532	182	350	1914.....	4	122	583	176	407
1905.....	4	83	515	171	344	1915.....	4	121	579	181	398
1906.....	4	84	514	192	322	1916.....	4	142	537	246	291
1907.....	4	86	537	169	368	1917.....	4	150	566	256	310
1908.....	4	91	507	159	348	1918.....	5	151	598	268	330
1909.....	4	99	558	218	340	1919.....	-	-	549	-	-
1910.....	4	113	537	225	312						

In Ontario, it is the duty of the trustees to provide and pay for dental and medical inspection. The sum of \$20,000 was voted by the legislatures for this work. Three nurses have been appointed to undertake a medical survey of the schools of the province, which is to continue for three years. By 1919, rural medical inspection had been made in nine counties. At the same time a dental inspector was appointed for the province and a dental survey is being carried out for the most part by the voluntary services of local dentists. The results of these surveys will no doubt lead to extensive legislation in connection with preventive and curative measures for the promotion of the health of school children and the treatment of defectives. Industrial schools are provided for criminal, incorrigible and destitute children. The operations of the institutions for the blind and deaf mutes since 1901 are indicated in the following table:—

109.—Ontario Institutions for Deaf and Dumb and Blind: Pupils Enrolled and Cost per Pupil per Week, 1901-1919.

Year.	Deaf.				Blind.			
	Number of Students.	M.	F.	Cost per pupil per week.	Number of Students.	M.	F.	Cost per pupil per week.
1901.....	300	157	143	-	138	72	66	-
1902.....	288	147	141	-	138	68	70	-
1903.....	283	140	143	-	131	67	64	-
1904.....	271	137	134	4.13	134	68	66	5.93
1905.....	268	130	138	4.42	141	67	74	5.67
1906.....	259	116	143	4.31	147	71	76	5.72
1907.....	271	126	145	4.20	144	72	72	-
1908.....	276	133	143	1.39	71	69	68	6.46
1909.....	281	130	151	4.98	142	72	70	6.48
1910.....	292	143	149	4.14	144	77	67	6.45
1911.....	281	138	143	4.52	137	76	61	6.83
1912.....	261	135	126	5.04	124	69	55	7.21
1913.....	268	139	129	4.80	124	62	62	8.20
1914.....	296	152	144	4.77	124	65	59	8.15
1915.....	316	156	160	4.79	132	70	62	8.11
1916.....	310	158	152	5.37	143	82	61	8.73
1917.....	293	145	148	6.90	127	74	53	12.40
1918.....	290	143	147	7.55	126	75	51	-
1919.....	277	137	140	7.55	123	77	51	11.56

In Manitoba the following statistics will indicate the extent to which the trustee boards avail themselves of the authority extended to them by statute to expend money for the medical inspection and care of mental or physical defectives. During the year 1919, 43,950 children were examined once and 6,964 twice; 49 nurses, 10 of whom were employed in Winnipeg, gave full time to the work. Dental inspection is established in Winnipeg, and in 1919, 3,291 children were examined; 2,321 were reported as needing treatment and 3,143 treatments were given. There were in all 10,555 dental operations. The departments for medical and dental inspection in Winnipeg alone cost \$21,062 in 1919. The care for the deaf can best be estimated by means of the following small table:—

110.—Manitoba Institution for the Deaf: Pupils Enrolled, 1917-1919.

	Total enrolled.	M.	F.	From Manitoba.	From Alberta.	From British Columbia	From Saskatchewan.
*1917.....	176	93	83	77	22	16	55
1918.....	167	97	70	74	26	16	51
1919.....	151	80	71	69	23	11	48

*Twenty-ninth Annual Report.

The incorrigibles and degenerates are cared for at the Industrial School at Portage la Prairie. In 1919, there were 89 boys in this institution. In this school manual training and agriculture are specially emphasized, and a farm is attached to the institution.

The following extract from the report for 1919 of the Superintendent of Schools in Winnipeg will be of interest as indicating trends:—

"The census report of May, 1919, shows that there were 24,141 children residing in the school district of Winnipeg No. I, between the ages of 7 and 13 inclusive; of this number, 21,256 were enrolled in the public schools, 2,635 in private schools, and 250 were reported as not attending any school. Of these 250 cases, 14 were found to be mentally deficient, 16 were kept from school because of physical defects, 14 because of general illness, and 3 defective eyesight." The tracing of such cases as these is a commentary on the thoroughness with which the work of medical inspection and the enforcement of compulsory attendance is being carried on.

In Saskatchewan during the year 1919, 548 schools and 325 homes were visited by school nurses and 14,926 pupils examined. Of these 1,962, or 12 per cent, were found free from defects. The most marked defects were the following:—

Defective vision.....	2,073 cases
Decaying teeth.....	8,705 " or 58% of the whole examined.
Defective hearing.....	538 "
Adenoids.....	2,973 "
Diseased tonsils.....	4,214 "

It is rather remarkable that only 26 cases of heart lesions and 9 of nervous disorders were discovered. No special institutions for the blind or deaf mutes seem to have been provided as yet, although the statutes require that every deaf child between the ages of 8 and 15 inclusive must attend an institution for at least 7 months in each year. In 1919, 48 deaf mutes from this province attended the institution at Winnipeg.

The statutes of Saskatchewan extend to a board of trustees or a group of boards, as may be mutually agreed upon, the authority to provide for the medical and dental inspection of pupils and employ a school nurse.

In Alberta the board of every district has power to employ a medical doctor, dentist or nurse or all of these to inspect and treat the children, and advise the parents. During the year 1918, Calgary made a careful canvass of the schools and provided special facilities for the treatment of subnormal children. The services of an expert were secured and a class of 20 pupils was formed in one of the schools. The work of medical inspection in this city may be summarized as follows:—

Physical examinations by medical inspector.....	950
Inspections by school nurses.....	3,862
Classes visited.....	969
Homes visited.....	219

The total number of cases ~~treated~~ in the eye-ear, nose and throat clinic was 4,981; of these 392 eye cases, 72 ear cases and 52 nose and throat cases were treated. In one month 522 patients were treated in the dental clinic and 1,041 dental operations were performed.

In Edmonton a home for mentally defective children has been recently instituted and set up in a temporary building until a permanent building has been erected. The institution has not been sufficiently long in operation to furnish statistics.

In British Columbia the boards of every city, town and municipal district are required by statute to appoint school health inspectors and provide them with the proper facilities for the performance of their duties. Institutions for the blind and deaf mutes are established in Vancouver, with a staff of 9 teachers and an enrolment of 123 pupils of whom 63 are boys, 57 girls and 3 are adults. Provision was made early in 1918 for the special training of retarded pupils in the schools of Vancouver. Ten special classes were organized by 1919 and placed under experienced teachers. A great deal of the training of these classes is along manual lines. It is the duty of the principals of all the schools of the city to study the children and watch for cases needing special attention.

PART VIII.—HIGHER EDUCATION.

Universities and Affiliated, Professional and Technical Colleges.

Of the twenty-two Universities in Canada six are State controlled; namely the Universities of New Brunswick, Toronto, Manitoba, Saskatchewan, Alberta and British Columbia. The first of these is closely connected with the Department of Education, the Chief Superintendent of Education being president of the senate of the University; again the President of the University of Toronto is a member of the Council of Education. The Universities of King's College, Bishop's College and Trinity College are controlled by the Church of England; St. Francis Xavier, St. Joseph's, Laval, Montreal and Ottawa by the Roman Catholic Church; Acadia and McMaster by the Baptists; Mt. Allison and Victoria by the Methodists; while Dalhousie, McGill, Western and Queen's are undenominational. The oldest university is that of King's College, the original foundation of which dates back to 1789, while the youngest are those of Saskatchewan and of British Columbia founded in 1907, the others in order of age being New Brunswick (1800), Dalhousie (1818), McGill (1821), Toronto (1827), Victoria (1836), Acadia (1838), Queens (1841), Bishop's (1843), Ottawa (1849), Trinity (1851), Laval (1852), St. Francis Xavier (1855), McMaster (1857), Mt. Allison (1858), St. Joseph's (1864), Manitoba (1877), Montreal (1878), Western (1878) and Alberta (1906). St. Dunstan's College has recently been granted a University Charter and will hereafter confer its own degrees, these being hitherto conferred by Laval.

Table 114 shows the sources of revenue of the different universities so far as these can be ascertained. It will be noticed that the amount received from students' fees is about 27 per cent of the total current expenditure.

There is a distinction drawn here between affiliated, professional and technical colleges, although all three are affiliated in some degree to a university. An affiliated college means here a college which does the work of the same grade as an undergraduate faculty or faculties of a university, but which does not confer its own degrees, they being conferred by some university to which it is affiliated. The professional colleges on the other hand are training men for professions, admission to the study of which may require university degrees. Some of these professional colleges are affiliated to universities; for example the Presbyterian College at Halifax and Dalhousie University are affiliated in the sense that their courses fit into one another so far as possible in order to save time for those entering the ministry, but the college confers its own degrees. The Technical Colleges are colleges doing technical work of university grade and leading to degrees which some of these colleges may themselves confer.

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111.—Universities of Canada—Teaching Staff in the Various Faculties, 1919-1920.

Name and Address of University.	Sex.	Arts and Pure Science.	En- gineer- ing.	Law.	Medi- cine.	Phar- macy.	Theo- logy.	All other.	Total excluding Duplicates.		
		Total.							Male.	Female.	Total.
University of King's College, Windsor, N.S.	M.	12	—	7	—	—	5	—	17	1	18
	F.	1	—	—	—	—	—	—	—	—	—
Dalhousie University, Halifax, N.S.	M.	21	—	17	31	—	—	14	83	3	86
	F.	1	—	—	2	—	—	—	—	—	—
Acadia University, Wolfville, N.S.	M.	20	6	—	—	—	4	—	21	2	23
	F.	2	—	—	—	—	—	—	—	—	—
University of St. Francis Xavier, Antigonish, N.S.	M.	14	7	—	—	—	—	—	—	20	—
	F.	—	—	—	—	—	—	—	—	—	20
University of New Brunswick, Fredericton, N.B.	M.	18	9	—	—	—	—	—	9	11	—
	F.	—	—	—	—	—	—	—	—	—	11
University of Mount Allison, Sackville, N.B.	M.	13	9	—	—	—	6	—	28	—	28
	F.	—	—	—	—	—	—	—	—	—	—
University of St. Joseph's College, St. Joseph, N.B.	M.	15	—	—	—	—	—	—	25	40	—
	F.	—	—	—	—	—	—	—	—	—	40
McGill University, Montreal, Que.	M.	60	62	17	117	7	—	87	295	20	315
	F.	4	1	—	1	—	—	—	15	—	—
University of Bishop's College, Lennoxville, Que.	M.	7	—	—	—	—	3	—	8	—	8
	F.	—	—	—	—	—	—	—	—	—	—
University Laval, Quebec, Que....	M.	200	—	19	25	—	12	27	293	—	293
	F.	—	—	—	—	—	—	—	—	—	—
University of Montreal, Montreal, Que.	M.	392	24	14	85	14	11	117	643	178	821
	F.	170	—	—	—	—	—	—	8	—	—
University of Toronto, Toronto, Ont.	M.	212	72	—	184	—	—	44	512	60	572
	F.	33	1	—	5	—	—	21	—	—	—
Victoria University, Toronto, Ont.	M.	23	—	—	—	—	11	—	30	2	32
	F.	2	—	—	—	—	—	—	—	—	—
University of Trinity College, Toronto, Ont.	M.	14	—	—	—	—	12	—	20	3	23
	F.	3	—	—	—	—	—	—	—	—	—
Western University, London, Ont.	M.	23	—	—	44	—	—	19	58	1	59
	F.	—	—	—	—	—	—	—	—	—	—
Queen's University, Kingston, Ont.	M.	50	26	—	45	—	4	63	155	4	159
	F.	3	—	—	—	—	—	—	8	—	—
University of Ottawa, Ottawa, Ont.	M.	45	—	—	—	—	10	18	73	—	73
	F.	—	—	—	—	—	—	—	—	—	—
McMaster University, Toronto, Ont.	M.	14	—	—	—	—	8	—	22	—	22
	F.	—	—	—	—	—	—	—	—	—	—
University of Manitoba, Winnipeg, Man.	M.	39	8	21	91	1	—	65	178	6	184
	F.	6	—	—	—	—	—	—	—	—	—
University of Saskatchewan, Saskatoon, Sask.	M.	27	2	6	—	2	—	18	55	8	63
	F.	6	—	—	—	—	—	—	—	—	—
University of Alberta, Edmonton, Alta.	M.	30	26	20	14	11	—	70	76	8	84
	F.	6	—	—	—	1	1	—	6	—	—
University of British Columbia, Vancouver, B.C.	M.	—	—	—	—	—	—	—	58	6	64
	F.	—	—	—	—	—	—	—	—	—	—
Total.....		1,486	253	121	645	36	86	637	2,696	302	2,998

SURVEY OF EDUCATION IN CANADA

113

112.—Universities of Canada: Number of Students in various Faculties, 1919-1920.

Name and Address of University.	Sex.	Arts and Pure Science.	En- gi- neer- ing	Law.	Medi- cine.	Phar- ma- cy.	Theo- logy.	All other.	Total excluding Duplicates.		
									Male.	Female.	Total.
University of King's College, Windsor, N.S.	M.	74	-	33	-	-	17	-	108	21	129
	F.	20	-	1	-	-	-	-	622	622	
Dalhousie University, Halifax, N.S.	M.	155	-	68	130	34	-	120	483	139	622
	F.	113	-	5	15	4	-	11	-	-	
Acadia University, Wolfville, N.S.	M.	125	86	-	-	-	14	-	225	105	330
	F.	105	-	-	-	-	-	-	-	-	
University of St. Francis Xavier, Antigonish, N.S.	M.	137	12	-	-	-	-	105	137	25	267 ¹
	F.	25	-	-	-	-	-	-	-	-	
University of New Brunswick, Fredericton, N.B.	M.	36	62	-	-	-	-	58	156	21	177
	F.	21	-	-	-	-	-	-	-	-	
University of Mt. Allison, Sackville, N.B.	M.	97	57	-	-	-	19	-	173	73	246
	F.	73	-	-	-	-	-	-	-	-	
University of St. Joseph's College, St. Joseph, N.B.	M.	60	-	-	-	-	-	329	389	-	389
	F.	-	-	-	-	-	-	-	-	-	
McGill University, Montreal, Que.	M.	287	620	131	624	27	-	732	2,715	604	3,319
	F.	200	-	4	10	5	-	343	-	-	
University of Bishop's College, Lennoxville, Que.	M.	30	-	-	-	-	11	-	44	27	71
	F.	27	-	-	-	-	-	-	-	-	
Université Laval, Quebec, Que.	M.	837	-	75	128	-	167	56	1,213	50	1,263
	F.	-	-	-	-	-	-	50	-	-	
Université de Montréal, Montreal, Que.	M.	1,072	122	132	308	205	297	1,430	3,576	1,919	5,495
	F.	833	-	-	-	-	-	1,086	-	-	
University of Toronto, Toronto, Ont.	M.	1,290	815	-	1,203	-	-	454	3,726	1,511	5,237
	F.	870	4	-	81	-	-	564	-	-	
Victoria University, Toronto, Ont.	M.	294	-	-	-	-	169	-	364	211	575
	F.	211	-	-	-	-	-	-	-	-	
University of Trinity College, Toronto, Ont.	M.	85	-	-	-	-	22	-	107	59	166
	F.	57	-	-	-	-	2	-	-	-	
Western University, London, Ont.	M.	53	-	-	120	-	-	12	185	70	255
	F.	51	-	-	-	-	-	17	-	-	
Queen's University, Kingston, Ont.	M.	237	363	-	223	-	14	1,152	1,973	605	2,578
	F.	218	-	-	-	-	-	389	-	-	
University of Ottawa, Ottawa, Ont.	M.	200	-	-	-	-	50	550	800	-	800
	F.	-	-	-	-	-	-	-	-	-	
McMaster University, Toronto, Ont.	M.	170	-	-	-	-	31	2	194	87	281
	F.	85	-	-	-	-	2	-	-	-	
University of Manitoba.	M.	580	92	118	193	35	-	628	1,654	359	2,013
	F.	246	-	5	27	1	-	112	-	-	
University of Saskatchewan, Saskatoon, Sask.	M.	216	16	33	-	66	-	939	1,270	367	1,637
	F.	171	-	3	-	3	-	190	-	-	
University of Alberta, Edmonton, Alta.	M.	199	71	82	121	31	6	243	855	251	1,106
	F.	167	-	9	12	12	-	49	-	-	
University of British Columbia, Vancouver, B.C.	M.	345	161	-	-	-	-	683	1,189	341	1,530
	F.	336	1	-	-	-	-	2	-	-	
Total.....	.....	10,108	2,482	699	3,195	423	821	10,201	21,536	6,845	28,486 ¹

¹Including 105 in St. Francis Xavier whose sex was not given.

113.—Universities of Canada: Number of Students by Academic Years, 1919-20.

University	1st Year	2nd Year	3rd Year	4th Year	Post 4th and Graduate.	All Others	Total	No. of Degrees Conferred	
								Under- graduate	Graduate
King's College.....	28	50	20	13	6	12	129	11	7
Dalhousie.....	-	-	-	-	-	-	622	61	4
Acadia.....	127	100	50	35	5	13	330	33	
St. Francis Xavier.....	65	32	32	19	2	117	267	18	4
New Brunswick.....	56	40	18	28	3	32	177	31	3
Mt. Allison.....	95	51	33	26	3	38	246	39	4
St. Joseph's College.....	14	18	15	13	-	329	389	12	1
McGill.....	1,025	544	365	302	95	988	3,319	272	17
Bishop's College.....	21	26	14	-	2	8	71	23	1
Laval.....	540	569	86	68	-	-	1,263	206	37
Montreal.....	636	343	256	47	277	3,886	5,495	463	537
Toronto.....	1,580	864	685	471	275	1,362	5,237	712	63
Victoria.....	174	96	101	83	5	46	575	4	
Trinity College.....	52	36	20	14	26	18	166	5	7
Western.....	-	-	-	-	5	26	255	26	2
Queen's.....	649	339	267	267	169	887	2,578	201	21
Ottawa.....	-	-	-	-	-	-	800	36	43
McMaster.....	60	52	32	39	39	59	281	40	10
Manitoba.....	483	201	207	159	59	904	2,013	174	7
Saskatchewan.....	757	181	138	43	4	514	1,637	97	4
Alberta.....	-	-	-	-	-	-	1,166	69	18
British Columbia.....	492	178	138	62	20	640	1,530	59	10
Total.....	6,904	3,720	2,477	1,689	995	9,949	128,486	2,592	800

¹Total includes 2,752 not given by years.

DOMINION BUREAU OF STATISTICS

Name and Address	Value of Endowments	Value of Land and Buildings	Total Assets	Sources of Income				Expenditure		
				Investments	Government and Municipal Grants	Fees	Other Sources	Total Income	Current	Capital
University of King's College, Windsor, N.S.	191,000	238,000	439,000	11,335	17,282	3,100	31,707	33,510	—	33,510
Dalhousie University, Halifax, N.S.	646,000	875,000	1,646,000	35,244	1,200	61,626	6,267	104,337	104,237	—
Acadia University, Wolfville, N.S.	678,000	400,000	1,083,000	38,674	—	25,161	7,040	70,875	68,471	102,322
University of St. Francis-Xavier, Antigonish N.S.	104,970	294,052	429,328	5,867	—	930	66,267	73,093	71,576	8,866
University of New Brunswick, Fredericton, N.B.	300,000	425,000	725,000	25,000	—	12,110	—	39,603	38,974	80,442
Mt. Allison University, Sackville, N.B.	400,000	900,000	1,400,000	24,683	—	16,292	46,950	87,925	83,505	—
University of St. Joseph's College, St. Joseph, N.B.	324,000	365,000	689,538	—	101,088	58,150	14,240	72,391	66,935	5,177
McGill University, Montreal, Que. ¹	12,235,201	8,171,168	21,506,369	—	342,111	208,112	1,348,884	1,333,147	16,413	1,389,560
University of Bishop's College, Lennoxville, Que.	388,273	250,055	670,247	20,167	7,500	11,300	1,465	40,433	44,872	—
University Laval, Quebec, Que.	—	2,000,000	2,000,000	—	25,000	15,525	21,280	61,805	—	44,872
University of Montreal, Montreal, Que.	68,000	710,000	953,000	4,200	—	26,750	159,969	190,919	160,928	75,420
University of Toronto, Toronto, Ont.	—	—	7,536,655	62,508	527,400	382,559	83,358	1,065,825	1,569,311	210,787
Victoria University, Toronto, Ont.	2,175,972	1,092,322	3,268,294	73,500	—	19,414	51,936	1,434,850	141,534	—
University of Trinity College, Toronto, Ont.	—	—	—	—	—	—	—	—	—	—
Queen's University, Kingston, Ont.	1,781,495	2,376,285	4,346,060	77,317	125,000	145,103	12,619	360,039	—	374,841
Western University, London, Ont.	—	450,000	500,000	—	80,000	15,000	—	95,000	—	95,000
University of Ottawa, Ottawa, Ont.	—	619,000	619,000	—	—	73,914	75,443	153,357	137,558	157,558
McMaster University, Toronto, Ont.	900,000	400,000	1,320,000	51,742	—	30,631	—	82,373	83,785	7,872
University of Manitoba, Winnipeg, Man.	1,105,833	1,025,632	2,131,465	66,800	443,284	66,294	10,000	586,378	327,616	286,977
University of Saskatchewan, Saskatoon, Sask.	16,959	2,177,806	2,319,579	1,311	—	266,635	22,256	8,625	354,247	256,311
University of Alberta, Edmonton, Alta. ²	3,174,609	3,359,147	3,513,863	—	266,635	12,473	92,779	371,887	196,212	634,871
University of British Columbia, Vancouver, B.C.	10,468	306,629	513,863	—	388,000	13,479	21,583	423,071	295,513	74,453
Total Universities.....	20,712,171	26,086,358	56,830,727	1,173,584	2,398,892	1,507,579	731,074	7,039,089	5,191,244	900,707

¹ The figures for McGill include Macdonald College.² 1918-19 figures.³ Including \$40,261 not itemized as current and capital expenditure by Laval and Queen's.

Affiliated, Technical and Professional Colleges.

115.—Professional and Affiliated Colleges of Canada: Number of Teaching Staff and Students, 1919-20.

Name and Address.	Number of Teaching Staff.			Number of Students.		
	Male.	Female.	Total.	Male.	Female.	Total.
Prince of Wales College, Charlottetown, P.E.I.....	7	3	10	74	158	232
St. Dunstan's College, Charlottetown, P.E.I.....	12	-	12	290	-	290
Presbyterian College, Halifax, N.S.....	4	-	4	32	-	32
College of Ste. Anne, Church Point, N.S.....	13	-	13	130	-	130
Technical College, Halifax, N.S.....	-	-	-	-	-	-
Agricultural College, Truro, N.S.....	13	-	13	296	96	392
Holy Heart, Theological College, Halifax, N.S.....	7	-	7	54	-	54
St. Mary's College, Halifax, N.S.....	7	-	7	130	-	130
Macdonald College, Ste. Anne de Bellevue, Que.....	37	20	57	381	341	722
Ecole des Hautes Etudes Commerciales, Montreal, Que.....	9	-	9	340	-	340
Stanstead Wesleyan College, Stanstead, Que.....	7	15	22	-	-	410
Presbyterian College, Montreal, Que.....	6	-	6	42	7	49
Congregational College of Canada, Montreal, Que.....	2	-	2	15	-	15
Montreal Diocesan Theological College, Montreal, Que.....	4	-	4	14	-	14
Wesleyan Theological College, Montreal, Que.....	4	-	4	88	-	88
Wycliffe College, Toronto, Ont.....	7	1	8	60	-	60
Knox College, Toronto, Ont.....	17	-	17	92	22	114
St. Michael's College, Toronto, Ont.....	14	12	26	118	82	200
Ontario Agricultural College, Guelph, Ont.....	48	12	60	1,631	436	2,067
Ontario College of Arts, Toronto, Ont.....	7	5	12	171	266	437
Ontario College of Pharmacy, Toronto, Ont.....	6	-	6	137	7	144
Ontario Law School "Osgoode Hall," Toronto, Ont.....	7	-	7	619	21	640
Toronto Bible College, Toronto, Ont.....	6	1	7	114	-	114
Royal College of Dental Surgeons, Toronto, Ont.....	61	1	62	789	14	803
Ontario Veterinary College, Toronto, Ont.....	23	-	23	95	-	95
Waterloo College Lutheran and Theological Seminary, Waterloo, Ont.....	6	-	6	49	-	49
Huron College, London, Ont.....	6	-	6	23	-	23
St. Jerome's College, Kitchener, Ont.....	13	-	13	165	-	165
Royal Military College, Kingston, Ont.....	20	-	20	165	-	165
Brandon College, Brandon, Man.....	-	-	-	69	49	419
Manitoba Law School, Winnipeg, Man.....	21	-	21	118	5	123
Wesley College, Winnipeg, Man.....	11	3	14	-	-	300
Manitoba Agricultural College, Winnipeg, Man.....	29	9	38	758	364	1,122
St. John's College, Winnipeg, Man.....	-	-	-	-	-	-
Emmanuel College, Saskatoon, Sask.....	3	-	3	20	-	20
Presbyterian Theological College, Saskatoon, Sask.....	3	-	3	31	-	31
St. Chad's College, Regina, Sask.....	5	-	5	9	-	9
Edmonton Jesuit College, Edmonton, Alta.....	17	-	17	186	-	186
Robertson College, Edmonton (South), Alta.....	3	-	3	33	-	33
Institute of Technology and Art, Calgary, Alta.....	22	-	22	415	-	415
Royal Naval College, Esquimalt, B.C.....	11	-	11	46	-	46
The Anglican Theological College of B.C., Vancouver, B.C.....	4	-	4	9	-	9
Columbia Methodist College, Vancouver, B.C.....	-	-	-	-	-	-
Total.....	502	82	584	7,808	2,083	10,902 ¹

¹Including 1,011 whose sex is not given.

DOMINION BUREAU OF STATISTICS

116.—Professional and Affiliated Colleges of Canada: Financial Statistics, 1918-1920.

Name and Address.	Value of Endowments.	Value of Land and Buildings.	Sources of Income.					Expenditure.
			Invest-ments.	Govern-ment Grants.	Fees.	Other Sources.	Total Income.	
Prince of Wales College, Charlottetown, P.E.I....	\$ -	\$ 175,000	\$ -	\$ 16,197	\$ 1,500	\$ -	\$ 1,500	\$ 17,697
Presbyterian College, Halifax, N.S.....	149,042	180,000	12,379	-	-	14,004	26,383	-
College of Saint-Anne, Church Point, N.S.....	-	90,000	-	-	25,000	10,000	35,000	32,500
Technical College, Halifax, N.S.....	-	400,000	-	-	-	-	34,413	66,179
Agricultural College, Truro, N.S.....	-	350,000	-	75,848	-	22,041	97,889	54,721
Holy Heart Theological College, Halifax, N.S.....	-	300,000	-	-	10,800	3,000	13,800	17,000
St. Mary's College, Halifax, N.S.....	-	150,000	450	-	20,000	5,000	25,450	25,000
Macdonald College, St. Anne de Bellevue, Que.....	4,000,000	3,500,000	207,363	11,500	14,667	135,000	368,530	368,530
Ecole des Hautes Etudes Commerciales, Mon-treal, Que.....	-	788,685	-	70,000	1,696	603	72,299	69,855
Stanstead Wesleyan College, Stanstead, Que.....	154,328	210,800	4,303	800	55,597	6,863	67,562	81,608
Presbyterian College, Montreal, Que.....	368,403	170,000	22,041	-	-	8,277	30,318	28,467
Congregational College of Canada, Montreal, Que.....	-	-	7,354	-	-	4,159	11,513	10,176
Wesleyan Theological College, Montreal, Que.....	129,552	225,000	6,482	-	300	17,883	24,665	24,676
Wycliffe College, Toronto, Ont.....	291,834	230,125	18,549	-	3,295	88,809	110,653	108,055
Knox College, Toronto, Ont.....	452,653	750,000	25,890	-	-	25,821	51,711	47,379
St. Michael's College, Toronto, Ont.....	-	585,000	-	-	24,900	8,750	33,650	33,650
Ontario Agricultural College, Guelph, Ont.....	-	2,000,000	-	-	18,416	-	158,187	471,068
Ontario College of Art, Toronto, Ont.....	-	-	-	12,000	7,345	102	19,447	17,000
Ontario College of Pharmacy, Toronto, Ont.....	3,615	48,535	573	-	37,593	2,466	40,632	31,130
Royal College of Dental Surgeons of Ontario, Toronto, Ont.....	-	350,000	-	100,000	146,940	16,468	263,408	265,408
Ontario Veterinary College, Toronto, Ont.....	-	300,000	-	45,000	8,075	-	53,075	45,000
Waterloo College, Lutheran and Theological Sem-inary, Waterloo, Ont.....	-	60,000	-	-	1,720	8,000	9,720	14,000
Huron College, London, Ont.....	45,205	40,000	5,176	-	3,539	4,650	13,365	14,539
St. Jerome's College, Kitchener, Ont.....	-	200,000	-	-	25,000	-	25,000	25,000
Royal Military College, Kingston, Ont.....	-	-	-	-	-	-	-	-
Brandon College, Brandon, Man.....	86,376	168,270	4,087	-	23,213	36,320	63,629	59,319
The Manitoba Law School, Winnipeg, Man.....	-	-	-	-	3,168	4,954	8,122	7,962
Wesley College, Winnipeg, Man.....	129,082	713,735	25,017	-	4,602	24,783	54,402	47,532
Manitoba Agricultural College, Winnipeg, Man.....	-	5,000,000	-	-	13,869	60,265	74,134	340,039
St. John's College, Winnipeg, Man.....	200,000	250,000	9,000	-	2,000	-	11,000	-
Emmanuel College, Saskatoon, Sask.....	-	30,000	-	-	130	10,822	10,952	10,900
Presbyterian Theological College, Saskatoon, Sask.....	-	-	-	-	-	-	958	4,437
St. Chad's College, Regina, Sask.....	10,000	140,000	-	-	-	-	-	-
Edmonton Jesuit College, Edmonton, Alberta.....	-	140,000	-	-	38,300	5,000	43,300	39,600
Robertson College, Edmonton (South) Alberta.....	4,155	8,000	242	-	-	9,990	10,233	7,327
Royal Naval College, Esquimalt, B.C.....	-	-	-	-	-	-	-	-
Anglican Theological College of B.C.—Vancouver B.C.....	-	-	-	-	-	-	-	-
Columbia Methodist College, New Westminster, B.C.....	10,500	135,000	500	1,310	-	20,700	22,510	24,200
Total.....	6,034,765	17,688,150	349,406	332,655	492,623	554,739	1,887,416	2,410,151

1917-8.

117.—Universities and Professional and Affiliated Colleges of Canada: Students in Attendance by their Provinces of Residence, 1919-20.

Name of University.	Students by Provinces.										Canada	
	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Dis.		
King's College	11	49	55	-	3	-	-	-	-	-	11	129
Dalhousie	26	515	46	1	2	-	2	2	-	-	28	622
Acadia	10	233	76	3	-	-	-	1	1	-	6	330
St. Francis Xavier	2	228	24	1	8	1	-	-	-	-	-	267
New Brunswick	-	4	167	1	2	-	-	-	-	-	3	177
Mount Allison	8	106	87	3	1	-	-	-	-	-	41	246
St. Joseph's	3	11	289	62	6	-	-	-	-	-	18	389
McGill	32	107	123	2,140	393	29	31	37	83	-	344	3,319
Bishop's	-	-	1	63	7	-	-	-	-	-	-	71
Laval	7	2	9	1,234	-	2	2	1	-	-	6	1,263
Montreal	-	-	-	5,457	31	-	-	-	-	-	7	5,495
Toronto	3	31	21	35	4,733	42	97	50	86	3	136	5,237
Victoria	-	-	3	2	515	3	21	3	7	-	21	575
Trinity	1	1	-	1	149	1	1	2	5	-	5	166
Western	-	-	-	-	252	-	2	-	-	-	1	255
Queen's	2	16	12	47	3,265	19	106	40	31	1	39	2,578
Ottawa	-	-	2	280	500	1	2	1	-	-	14	800
McMaster	-	-	1	7	238	6	4	5	8	-	12	281
Manitoba	-	-	1	-	15	1,883	87	12	11	-	4	2,013
Saskatchewan	5	8	1	6	26	23	1,528	9	3	-	28	1,637
Alberta	-	-	-	-	-	-	-	1,106	-	-	-	1,106
British Columbia	-	1	-	-	7	3	4	3	1,492	1	19	1,530
Total Universities	110	1,312	918	9,343	9,153	2,013	1,887	1,272	1,727	5	746	28,486
Total Colleges	551	671	87	895	5,015	1,725	185	605	67	1	255	10,057 ¹
Grand total	661	1,983	1,005	10,238	14,168	3,738	2,072	1,877	1,794	6	1,001	38,543

¹Excluding McDonald College (722) and Manitoba Law School (123), which are already included in figures for Universities.

118.—Universities and Professional and Affiliated Colleges of Canada: Students in Attendance in the Various Faculties by Provinces, 1919-20.

Faculties.	Students by Provinces.										Canada
	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Canada	
Arts and Pure Science	232	909	287	3,604	4,595	1,110	387	448	681	12,253	
Agriculture	220	236	-	520	1,370	381	246	175	45	3,243	
Architecture	-	-	-	26	-	3	-	4	-	33	
Commerce	-	-	-	770	275	-	31	44	-	1,120	
Dentistry	-	54	-	246	803	-	-	25	-	1,128	
Education	220	-	-	1,737	539	-	-	-	-	2,496	
Engineering	-	169	119	742	1,182	92	16	71	162	2,553	
Forestry	-	-	58	18	48	-	-	-	-	124	
Household Science	109	-	-	252	176	155	-	11	-	703	
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Total (including preparatory and other courses but excluding duplicates)	522	2,086	812	11,064	15,183	3,854	1,697	1,740	1,585	38,543	

¹Nova Scotia Technical College; this item arrived too late to be included in general totals.

²The totals in this table differ from the totals in table 117 because the latter gives the students by provinces of residence of the students, regardless of the location of the institutions, while table 118 gives the students by the province in which the institution is situated. The total for Quebec in table 118 differs from that in table 1 because table 118 includes the Classical Colleges and gives later figures.

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